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The response of the Canadian academic community to the Chilean crisis

The Canadian academic community has been reasonably successful in its attempts to help Chilean colleagues who chose Canada following the September 1973 coup. Professor William Carroll looks at what has been done in the last year and what steps remain to be taken to help more Chilean academics find suitable positions.

The response in Canada to assist refugees from the Chilean coup of September 1973 was immediate if uncoordinated. Academic groups across Canada began by attempting to identify academic positions which might be occupied by displaced faculty and students and to raise funds for personal assistance; possibly the most energetic of these early efforts was by representatives from several Quebec universities. These academically centered placement efforts were complemented by those of several Church-sponsored organizations across Canada which assumed a broader orientation insofar as they concerned themselves with all refugees and not merely those with academic interests.

The first attempt to achieve Canada-wide coordination of placement might be dated from early October when the CAUT passed a resolution seeking assistance from the Departments of External Affairs and Manpower and Immigration akin to that accorded to refugees from earlier national political revolutions. While this resolution led to a meeting with the Minister of External Affairs, little aid beyond that accorded to nonrefugee immigrants was extended to those seeking refuge in Canada.

During October the Canada Council also received an invitation from SSRC in New York to send representatives to an "international" meeting in New York to consider possible courses of action to alleviate the plight of Chilean refugees. The Canada Council referred the matter to CALAS and Professors Siemens and Vallée went to New York as representatives. Since it turned out that this "international" group was restricted to U.S. groups with Canada as an appendage, it was decided that an independent Canadian effort might achieve greater success.

Early in November, WUSC sponsored two meetings in Ottawa which led to the forming of the Canadian University Committee for Refugee Chilean Professionals and Students. The cooperating groups in this effort have included the AUCC, CALAS, CAUT, HRC, SSRC and WUSC since November, and the National Union of Students since March. From the beginning the Committee has emphasized the humanitarian aspects of the situation to the complete exclusion of any idealogical or political identification.

In December the various groups contributed to a fund which was generously complemented by a grant from the Canada Council to send a representative, Professor Vallée, to investigate the situation firsthand in Santiago after stopping to talk to refugees in Buenos Aires. As the membership is aware, Professor Vallée's report of the conditions which prevailed in Chile at the time of his visit was subsequently published and distributed. In spite of the fact that Professor Vallée's appraisal attempted to be completely objective, and in spite of the fact that he received commendations to this effect from several sources, the nature of the situation was such as to evoke a certain amount of controversy.

At about the same time, Dr. Waines of the AUCC approached University presidents and directors of institutions hiring professionals with a view to locate positions for the Chilean refugees with professional qualifications whom he had identified through various sources. As might be imagined, the list of refugees continued to grow while placements, in spite of Dr. Waines' efforts, remained insignificant. In February, the Committee decided to seek funds to handle the placement effort on a professional basis. To this end, the Ford Foundation indicated a willingness to finance a Canadian assistance programme for Chilean refugees.

Dr. J. C. M. Ogelsby of the University of Western Ontario, in full recognition of the challenges posed, consented to serve as Director of the programme, while Mrs. Leonor Leon, herself a victim of the Chilean political circumstances, assumed the position of Assistant Director. CALAS was able to offer its newly acquired office facilities in Ottawa as a base for operations for Professor Ogelsby's efforts. In spite of obvious handicaps, Professor Ogelsby and Mrs. Leon have been able to place 45 persons to date, or about 20 per cent of the refugees they have tried to assist. Thanks are, of course, also due to the efforts of academics across Canada who consented to act as liaison at universities over the summer months. This last facet, in large part, adds an element of coordination to the locally generated programmes on numerous University campuses across Canada which were initiated since last fall to assist in the placement of professionals and students who have been fortunate in escaping the persecution which continues in Chile.

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CAUT Has Offices in Halifax Edmonton

Two offices to deal with regional and local problems have been officially established by the CAUT, following its annual meeting last May.

In Halifax, Professor Roger Crowther of the Department of English at St. Mary's University was appointed Director of the office, a post which he will hold during this academic year. As Director of the Halifax office, he is responsible for helping local associations who are interested in seeking certification. The office is also charged with improving membership in the Maritimes and assisting provincial organizations in their relations with provincial governments.

Professor Crowther received his university education at the University of London and Cambridge University and was on the staff of St. Mary's university where he chaired the department of English from 1967 to 1972. He was actively involved in the affairs of the Faculty Association and was a member of the CAUT Board. He has written extensively for radio and television and has held various executive positions in the Halifax local of ACTRA.

In Edmonton, Professor Gordon Unger was appointed Director (part-time) of the office. He will devote most of his time to lobbying the provincial governments, the protection of faculty copyright interests under the provincial educational television programmes, regular visits to local associations and on occasion, preliminary investigative work on possible AF&T cases. The office is a co-operative venture between the CAUT and the Confederation of Alberta Faculty Associations (CAFA).

For the last four years, Professor Unger has served as the Executive Secretary of the Association of Academic Staff of the University of Alberta (AASUA) and part-time Executive Secretary of CAFA. He is a graduate of the University of Saskatchewan, where he obtained his BA and MA degrees in Canadian History and a degree in Education. Professor Unger has published articles in various historical periodicals and is a frequent contributor to the *CAUT Bulletin.*

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Christmas Season Flights

Winter group flights are now available for CAUT members. Toronto to London: leaving December 15, return January 3; leaving December 17, return January 6; Cost: $350.00 plus $10.00 administration fee. Leaving December 20, return January 4, Cost: $341.00 plus $30.00 weekend supplement. Montreal to Paris: leaving December 20, return January 4; Cost: $348.00 plus $10.00 administration fee. For further information, contact Finlay Travel Ltd., P.O. Box 83, Toronto, Ont. Telephone (416) 366-4936

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In spite of this relative success, a great deal remains to be done to help refugees find suitable positions soon. Some of the refugees are qualified to serve on Canadian University faculties, others are students, while others were faculty in Chile but are willing to upgrade their academic qualifications to meet Canadian standards. For many of those still seeking employment, nonacademic positions are acceptable and there are several cases where both husband and wife are qualified for and seeking employment. Professor Ogelsby would very much appreciate any assistance in helping him effect this most difficult task. (At the AGM in Toronto it was learned that all 16 refugees from Chile who had turned to the Communist Party of Canada had been placed. Needless to say, this apparent success coupled with frustration may induce more refugees to follow the same course. Success of the Committee's placement effort is therefore required to assure that the potential New Canadians are not handicapped from the start).

Professor Carroll is the Secretary of the Canadian Association for Latin-American Studies.

The Battle of Essex

The Annan Report on student disturbances at the University of Essex was released recently in Britain. Donald Savage, CAUT Executive Secretary looks at the causes, findings and recommendations.

Some British universities—Oxford, Canterbury, Stirling and Essex in particular have been troubled by confrontations between students and the administration. Nowhere have the problems been more serious than at Essex. The first round occurred in 1968-69. In this last year Essex has been an almost continuous battleground. On November 14, 1973 the National Union of Students called for a day of action across the country in regard to the question of maintenance grants for students. The following day at Essex there were some incidents on the student picket line. Four days later some students occupied the administrative offices, did some damage and issued a set of non-negotiable demands. The administration secured but did not use a possession order from the High Court, and the occupation continued for the rest of the term. Damage amounted to some £4,000.

Towards the end of February the university began disciplinary proceedings against some of the students. One was expelled and the students mounted pickets and barricades. On the night of March 8th and 9th a gang of students smashed windows and caused some £6,000 worth of damage. The pickets attempted to block all traffic in and out of the university. Over a hundred students were arrested by the police. The NUS organized demonstrations in March and April at Colchester, the first of which involved occupying the Vice-Chancellor's office and holding him under duress. In May, the university appeals committee sustained the decision of the disciplinary committee but severely reduced the penalties. Thereafter the disturbances tailed off and order returned to the university.

Recently Lord Annan, the Provost of University College, London, reported on these disturbances. In this report he stated that a small band of left-wing students were responsible for the disorder:

> "Their aims are clear. On any issue, and if there is none they will want to invent one, they wish to raise the temperature and create a situation in which the university authorities will be cornered and, so they hope, capitulate. For them the university authorities are not only the tools of the capitalist state but the weakest link in that state, and to strike at them is to promote the destruction of that state and achieve the political objectives nearest to their heart. No one would doubt their sincerity; but equally the university authorities must regard them for what they are—wreckers."

He considered the student union to be the prisoners of this group.

Lord Annan had sharp words for the faculty which supported the students—the largest single group being in the Sociology Department. But he also considered that the style of the university administration was remote and bureaucratic. He clearly did not think that the Vice-Chancellor and his subordinates had really attempted to discover the genuine problems and complaints of the students. Nor had their handling of particular events been very nimble. The placing of students on committees had lulled many at Essex into thinking that all reasonable student demands had been met. Committee reports and letters were preferred to direct contact. But nevertheless Annan considered that the firm line taken by the Administration was correct:

> "Clearly it is wise to diffuse issues as they arise. But if the university authorities do this by continuous payments of Danegeld, they will ultimately destroy their authority and mismanage the affairs of the university."

Lord Annan considered that there were some matters structurally wrong at Essex which contributed to the malaise among students. The university had been badly planned. The architecture was sterile and impersonal. The students lacked a union building. The departments had little physical existence. This partly stemmed from the architecture but also from the decision to weaken departments in favour of larger interdisciplinary areas. He suggested that this policy had not worked since students had little sense of identity with any part of the university. Furthermore there was probably an imbalance between research and teaching. In addition the rapid rotation of office by deans and chairmen undermined the continuity of policy and did not compensate by giving the staff the sense that they were participating in the governance of the university.

Lord Annan repudiates the view that the placing of pickets converted the action into someting that was supported by the trade union movement. He states that none of the trade unions with branches on the campus supported the students nor did their national headquarters. In fact he suggests that the trade union leadership was uniformly hostile.

The reactions to the report have been predictable. It has been denounced as untrue and reactionary by the National Union of Students and by the leaders of the Essex students but welcomed in some liberal and conservative circles.

Affirmative action — doubts from Carnegie study

by Israel Cinman

The affirmative action guidelines of the office of Civil Rights of the Department of Health Education and Welfare seriously threaten the quality of education and morale of the faculty on US campuses. These are the findings of a study sponsored by the Carnegie Commission on Higher Education and directed by Richard A. Lester, professor of economics at Princeton University.

Basing his conclusions on a study of federally-required affirmative action programs at 20 American universities, Professor Lester says that many officials enforcing anti-bias regulations do not understand the procedures and standards in faculty self-government which are crucial to the maintenance of academic excellence. Instead, he says, officials are quick to apply "an industry model of authority and personnel management to university faculty operations," thus posing a "threat to the faculty system of collegial decision-making based on professional assessment of merit."

Some of the strongest criticism is directed at the efforts to develop such programs for tenured positions. "Significant deviations from choice of the best available person for a tenure position as judged by mature teacher-scholars under proper procedures are likely to cause faculty members, both tenured and untenured, to lose confidence in the integrity of the system of professional determination of promotions and appointments to tenure," the report says.

Professor Lester also argues that the HEW regulations do not take into the account the lack of availability of suitably qualified women and minorities "labor pool" for university teaching at all levels, or the complex needs of universities in selecting individuals for academic posts.

However, he does not advocate the abolition of the affirmative action programs, saying that to do so at this time "would seem to be premature."

He suggests instead a major revision of the recommendations, which would concentrate on increasing the supply of qualified women and minority-group faculty members at the initial level of academic employment.

He says that the disadvantaged position in higher education in which women and minorities are found, is due largely to a series of historical and sociological factors, and not to bias. He cites statistics which show that single women do significantly better than married women in gaining tenure and promotion, indicating that there is no widespread discrimination against women in universities. But married women less often qualify for higher posts than do men and single women because of the time they must usually devote to family commitments. According to the statistics, married women are hampered in their academic careers also by the need to follow their husbands where their careers take them and by the nepotism rule which prevents husbands and wives from being employed at the same university. (The CAUT is on record opposing such regulations through its "Guidelines Concerning Refusal of Academic Appointments on the Basis of Family Relationship Rather than Merit" and has proposed that all Canadian universities adopt this policy in their hiring procedures.)

Professor Lester bolsters his argument by an analysis of faculty status of women and men in a group who received PhDs in 1940, and remained in academic employment. The figures showed that 20 years later, 85 per cent of the males and 70 per cent of the unmarried women had attained the rank of full professor, whereas only 46 per cent of the married women had done so. A survey in 1967 of women who received their PhDs between 1958 and 1963 and who were employed full time in faculty positions produced similar results.

Professor Lester suggests that the position of minority men and women in higher education teaching, while superficially comparable to that of white women, is in fact quite different. He says that close to 75 per cent of all black PhD holders who are employed in the academic profession hold posts at black colleges which are teaching colleges of low academic standing and where it is extremely difficult for academics to gain a name for themselves which would enable them to raise to top academic posts.

Women on the other hand are employed throughout the spectrum of academic institutions. Thus blacks have to hurdle obstacles to achievement within the academic profession stemming from the shortcomings in their undergraduate and graduate training, leading to a restricted choice of academic employment, while women have the opportunity for greater achievement if they avoid non-academic restrictions.

The overall suggestions that affirmative action is a threat to the quality of education found in colleges and universities brought reaction from the Office for Civil Rights in HEW.

Mary Lepper, director of the higher education division asked for data which would show that there has been appreciable drop in quality, but agreed with Professor Lester's criticism of different standards of application used by regional officers, saying that corrective steps were being implemented to eliminate abuses.

Loyola, Sir George form Concordia University

by Israel Cinman

After a long courtship, Loyola College and Sir George Williams University announced in August the merger of the two institutions. The new university will carry the name Concordia. Both had agreed on a draft plan over a year ago, but final signing was held up pending the approval by the Quebec government. One consequence of the merger will be the creation of a new faculty association for the combined university.

There are certain "advantages" to the amalgamation of the two associations when dealing with a single centralized administration, said Terry Copp, president of the Sir George Williams Association of University Teachers. "It would be most advantageous for both faculty associations to co-operate when they will discuss with the new administration matters relating to tenure, salaries and fringe benefits," he said.

Since the structures of the new university were designed around the concept of a single university and not a federation, it would seem logical to have a single faculty association, Professor Copp said. "Besides, too much federalism in the relations between the faculty associations under the new structures would only increase the number of meetings," he added.

Professor William Akin, president of the Loyola Faculty Association, echoed Professor Copp's views. "The need to negotiate a better fringe benefit package for faculty will be an incentive for the creation of one faculty association. You will need a single body, otherwise there will be dual unionism" he said.

The merger between the universities became a fact August 16, after officials, representing Sir George and Loyola signed legal documents completing the deal. They had waited a year for government approval.

In approving the merger, the provincial government overruled a number of serious reservations expressed by the Quebec Council of Universities, an advisory body to the Minister of Education. The Council advised the Minister, Dr. François Cloutier, as far back as last July, that it "could not, in good faith, be totally in favor of the merger."

It cited among its reasons the uncertain future of McGill University's Macdonald College Campus; the repercussions of political issues such as language policy, and the planned changes in the province's student-space ratios and university construction spending. It also recommended that Loyola stop giving university-level education by July 1975. Dr. Cloutier dismissed the Council's suggestions at that time saying that it failed to recognize the "human factors" such as institution's role in the community.

Early opposition to the merger came from other quarters as well. The Parti Quebecois agreed with the Council's proposals, and so did the Association of Professors of the University of Montreal, passing last November a resolution which said that English language university education in the Montreal area should be restricted to McGill and Sir George.

At a press conference announcing the creation of the new university, one Loyola official saw the government's approval in a strongly political light. "With the passage of Bill 22, the government can afford to throw something on the plate of English speaking Quebekers," he said.

Other officials were optimistic about the future of Concordia.

C.A. Duff, Concordia's board chairman, was relieved that the year of uncertainty surrounding the university's creation was at last over. "The status of Concordia has been clarified. We can now settle into the task of making the new university flourish," he said.

Concordia's rector, Dr. John O'Brien, expressed satisfaction with the Government's decision. "The strange, intermediate world we operated in for the past year has finally come to the end. We look forward now to a new period of creative friction," he said.

For the past year, although lacking government approval, the two institutions have operated jointly, wherever possible. However, the students on two campuses will continue to follow different programs. Indications are that curriculum changes will take a few years, and students already enrolled have been guaranteed they will be allowed to complete their studies.

Senior university officers have already been named, with the exception of the Principal for the Loyola campus, a position left vacant by the recent resignation of Father Patrick Malone. It is expected to be filled later this fall.

Concordia University will have about 25,000 full and part-time students, making it roughly equal in size to McGill.

Department censured for hiring non-Canadians

Teachers at the recently censured University of Toronto Sociology department voted last month to hire only Canadians or landed immigrants next year. But they tempered this resolution by saying that foreign scholars "who have made or who are making substantial contribution to the understanding of Canadian society" can also be hired.

The department of socioligy was censured because eight of its teaching staff appointments for this academic year were from the United States.

The Canadian Sociology and Anthropology Association passed a motion at its annual meeting last August, censuring the department because it ignored a 1973 resolution of the association which urged that non-Canadians should not be hired for permanent positions by departments with less than 50 per cent Canadians on their faculty.

Recommendations on hiring are brought to the dean by the chairman of the department who is advised by a staffing committee made up of seven faculty members and seven students. Figures quoted by a group of sociologists who explained their position on the censure, show that the Toronto sociology department was composed of 37 per cent Canadian citizens, 49 per cent of US citizens and five per cent British. The faculty has a staff of 51. With the eight US citizens hired recently, the proportion will change to 32 per cent Canadian, 55 per cent US and four per cent British.

A member of the group pointed to the fact that a study of 48 faculties of sociology across the country showed that of the new hirings in 1974, 48.9 per cent were Canadians, 27.7 per cent came from the US and 7.3 per cent were from Britain, saying that bitterness over the Toronto figures stemmed from that university being so much out of line.

The mover of the censure motion, Professor Paul Grayson of York University, said that one of the causes of the problem was the "old boy network that exists north and south of the border, instead of east and west."

He also pointed to the effect of having a large number of foreigners teaching Canadian students without having a thorough understanding of Canada and to the fact that Canadian Ph.Ds find no positions available to them. Those were two important aspects of the problem, he said.

Professor Grayson said that Canada probably has the most lenient citizenship and immigration regulations in the world, and pointed out that Canadian academics cannot get jobs in the United States.

A few days after the levying of censure, five University of Toronto sociology students quit the staffing Committee of the department. Protesting the hiring of non-Canadians, they called for a five year program of hiring only Canadians to bring the department to 66 per cent Canadian teachers.

This was followed by a resignation from the staffing committee if Professor James Turk who criticized the students saying that "all hirings were done by a clear majority vote of the staffing committee. It was not in any way foisted on the chairman.

The CSAA met in Toronto during the Eighth World Congress of the International Sociological Association.

RECIPROCAL AGREEMENTS

Formal reciprocal agreements are now in effect whereby members of the Canadian Association of University Teachers visiting certain foreign countries for the purpose of research or of teaching will automatically receive the services of the professional organization in the host country. Professors who wish to avail themselves of this service should write to the Executive Secretary for a letter of introduction.

Organizations with whom reciprocal arrangements exist are:
1. Association of University Teachers (United Kingdom)
2. Federation of Australian University Staff Associations
3. Association of University Teachers of New Zealand
4. Hochschulverband (West Germany & West Berlin)
5. France (Le Syndicat national de l'enseignement supérieur)
6. Switzerland (L'Association Suisse des Professeurs d'Université)

It is expected that arrangements with other countries will soon be sanctioned.

ACCORDS DE RÉCIPROCITÉ

Les membres de l'Association canadienne des professeurs d'université qui font un stage de recherche ou d'enseignement à l'étranger peuvent bénéficier, dans certains pays, des accords de réciprocité intervenus entre leur association et celle du pays d'accueil. Ces accords leur permettent de bénéficier automatiquement des services de l'association professionnelle du pays d'accueil. Les professeurs qui désirent profiter de ce service sont priés d'écrire au secrétaire général pour obtenir une lettre de présentation.

L'A.C.P.U. a des accords de réciprocité avec les sociétés suivantes:
1. Association of University Teachers (Royaume-Uni)
2. Federation of Australian University Staff Associations (Australie)
3. Association of University Teachers of New Zealand (Nouvelle-Zélande)
4. Hochschulverband (Allemagne de l'Ouest et Berlin-Ouest)
5. France (Le Syndicat national de l'enseignement supérieur)
6. Suisse (L'Association Suisse des Professeurs d'Université)

Des accords analogues avec d'autres pays seront vraisemblablement sanctionnés sous peu.

NEWS IN BRIEF

Collective Bargaining for Librarians

The CAUT local at St. Mary's in Halifax will shortly be commencing negotiations with the university for their first collective agreement. Last spring the Nova Scotia Labour Relations Board certified the St. Mary's University Faculty Union (SMUFU) as the bargaining agent for the librarians. During the summer the librarians, with the assistance of SMUFU and CAUT, have been drafting a set of proposals for the university covering terms and conditions of employment, academic status and certain governance matters. Similar preparations have been going on at Manitoba where the faculty association will be negotiating a single contract for faculty and librarians in the near future.

Meanwhile in late June the Canadian Association of College and University Libraries met in Winnipeg. CACUL is a body which represents libraries, not individual librarians. Nevertheless there was considerable discussion of collective bargaining and of the role of the CAUT in the representation of librarians. Professor Roland Penner attended on behalf of the CAUT.

The CACUL meeting passed a number of resolutions in this area. One endorsed the statement of the CAUT recommending membership for librarians in local associations and encouraged librarians to seek such membership. Another called for a joint task force with CAUT on the question of academic status for librarians.

Since then CAUT and CACUL have corresponed and it is expected that the joint committee will be set up in the near future. "This will be one of our major tasks this year," stated Professor Donald C. Savage, Executive Secretary of CAUT.

CAUT has also sent a letter to all librarians who are members of CAUT asking a number of questions about the priorities CAUT should follow in representing librarians. The answers demonstrated that some university libraries were still in the age of absolutism—few rights that mattered and little evidence of constitutional rule. Most answers favoured some rough equivalence with faculty salary scales although there was less enthusiasm for faculty titles. Many pointed to the lack of proper contracts and defined procedures for promotion, dismissal, etc. Some recommended tenure or an equivalent system for librarians although a few of the answers demonstrated a certain confusion about tenure. CAUT has held for many years that tenure was not an abstract doctrine but the right to hold an appointment, after a probationary period, unless dismissed for cause as determined by an arbitration. Thus proper dismissal procedures define tenure. Another grievance was indicated rather clearly—the frequent lack of elected librarian representatives on senates and university bodies. The information supplied in this correspondence will be of great use to the executive of CAUT and to those negotiating local contracts.

Equal Rights in Nova Scotia

CAUT is pushing to ensure equal rights for women academics in Nova Scotia. As a result of a conference called by CAUT of all the corresponding members of the Committee on the Status of Women Academics in the Atlantic area in Wolfville last year, it was agreed that the CAUT should find out whether or not there were legal remedies against discrimination in Nova Scotia. CAUT's legal advice suggests that any discrimination in fringe benefits other than actuarial would be illegal in Nova Scotia under the Human Rights Act, as would salary discrimination between professors doing substantially similar work under the Labour Standards Code. This material plus statistical information pertaining to female salaries in Nova Scotia has been distributed to all local associations and to all corresponding members in the province with the request to review all employment practices to ensure the elimination of any discrimination in the economic sphere that may exist.

Salaries a primary consideration for Manitoba faculty association

After an urgent appeal from the Faculty Association last summer, the Board of Governors of the University of Manitoba agreed to a salary increase of more than 11 per cent for this academic year, authorized by the Manitoba Labour Board.

The increase affects more than 1,200 full-time professors and professional librarians, providing them with a seven per cent across-the-board adjustment and a flat amount of $400 retroactive to April 1.

The University of Manitoba Faculty Association, a certified bargaining agent for some of the 1,200 faculty members and professional librarians (at the time of writing the final membership in the unit was not decided) will press for futher increases when it will negotiate its fist contract.

In authorizing the increase, the Labor Board clearly stated that it "has no jurisdiction, nor would it authorize these changes as a final settlement." The Board of Governors, however, issued a statement indicating that the increase was intended to be a final adjustment for the 1974-75 fiscal year, claiming that any more salary adjustments would lead to a substantial deficit in university finances.

Professor Nora Losey, President of UMFA said that according to Statistics Canada figures, the average salaries of University of Manitoba professors have slipped from fifth to fifty-second place in six years. She said that with certification, the faculty will considerably improve their financial situation.

NEWS IN BRIEF

Number of university students, professors remains level

This academic year there will be no significant increase or decrease in Canada's post secondary student population, according to recent Statistics Canada advance statistics on education.

While enrolments dropped two years ago, the figures for 1972-73 and 1973-74 academic years show that the number of students registered in Canadian universities has leveled off. There were 317,780 students enroled in universities in 1972-73, and Statistics Canada projects that this academic year the figure will drop almost imperceptibly to 317,510.

These statistics seem to support statements by people on the academic scene, who at the time of lower enrolments suggested that the drop in the early 70's was going to level off and give way to a steady undramatic increase towards the middle of the decade. Statistics Canada, in projecting enrolment figures for 1975-76, said that there will be 322,000 students enroled in university level studies, a rise of 1.4 per cent.

The report also indicates that the number of full time teachers employed by Canadian universities has been relatively static in the last two years, dropping from 29,947 in 1972-73 to 29,610 in 1973-74 and increasing to 29,673 in this academic year. The agency predicts a slight increase for the 1975-76 year, bringing the figure up to 30,000.

Government does it better?

It helps to know whether you can pay for your education before registering for courses.

Thousands of Ontario university and Community College students weren't certain last September, when according to a Toronto newspaper, about 20,000 Ontario Student Award Program applications were tied up in the Ministry of Colleges and Universities just days before registration for this academic year was to begin.

Technical difficulties and an increased number of applications were blamed for the foul-up this year.

But according to an official for the Ontario Federation of Students, no changes in the processing of applications have been introduced following last year, when similar problems developed and no action was taken by the government.

The Federation has related its concern to the Ministry, saying that existing conditions of evaluating and processing of applications are deplorable and show a lack of concern on the part of the Ontario government as to the fate of that province's students.

It called for the government to provide interest free loans to students who did not receive their grants in time for registration, and asked that universities waive regulations requiring part-payment of tuition fees upon registration.

Large gaps in salaries between men, women faculty at Manitoba

According to a report drawn up for the University of Manitoba Faculty Association by its Status of Women Committee, salaries of women faculty members at the university are substantially lower than those of their male colleagues. The report says that this situation is common to all ranks—professor, associate professor, assistant professor and lecturer.

The report shows that women professors earn an average of $2,897 less than men, but have an average of six years more service, and are on the average eight years older.

Women assistant professors earn an average of $1,065 less, are older and have served longer. Women lecturers are paid an average of $1,721 less than men, have an average age of 32.5 and 2.7 years service completed compared with men's average of 32.6 years of age and 3.3 years of service.

Women associate professors also earn less but have more years of service and are older than their male peers.

The report, approved by the faculty association and presented to the administration this summer, said that to prove the discrepancies in salaries between male and femal' faculty members aren't due to discrimination, data on qualifications, teaching, research administrative duties and community involvement would be required. This data was not included in the information provided by the university's information services and used by the committee.

The Faculty Association is hoping to convince the University to instigate a comprehensive investigation into the status of women academics, comparable to the kind recently undertaken at the University of Toronto. It hopes that the university will act on other recommendations of the Status of Women Committee. Those are:

That the Equal Pay Act of the Province of Manitoba be immediately implemented at the university.

That a sum of money be set aside in this academic budget for salary equalization payments; that a joint UMFA-administration committee investigate claims made on that sum; that the committee be guided by the experience of the University of Toronto committee.

That the Canadian Association of University Teachers guideline guaranteeing a three-month paid maternity leave (subject to provincial legislation) be implemented.

That CAUT guidelines on anti-nepotism regulations be adopted.

That an UMFA Committee be formed to investigate day care for the university community.

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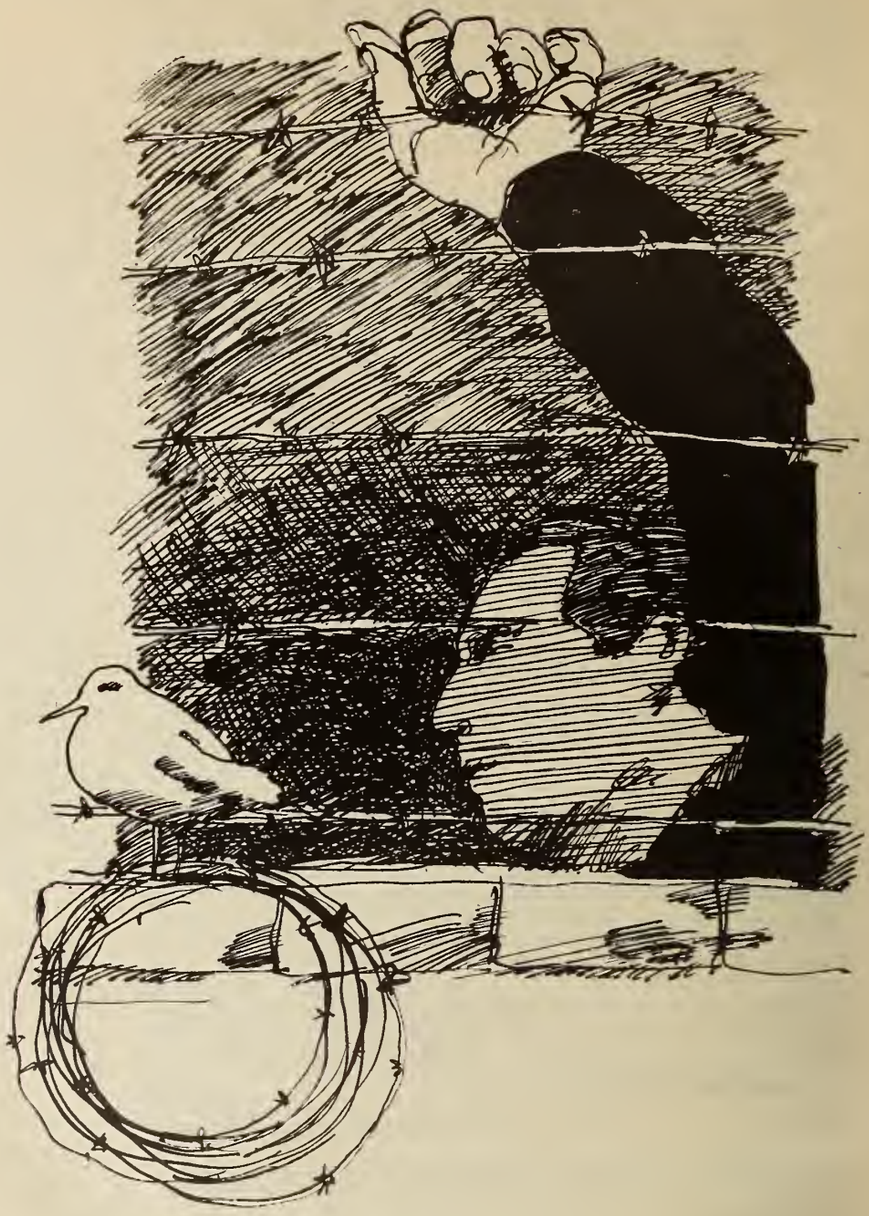

Scientific Freedom and the Soviet Union

by H. Merskey

Since 1971 there have been many reports of the persecution or victimisation of scientists in the Soviet Union who have sought to leave for Israel. These pressures take various forms. The most typical combine loss of employment with uncertainty as to whether permission to emigrate will be obtained. Soviet official regulations require the prospective emigrant to obtain an invitation from abroad, usually from a close relative, and then a character reference from his place of work. A request for the latter frequently precipitates a public meeting, condemnation and dismissal.

Once out of a job, even if he is not imprisoned on graver charges, a man may after a while be accused of "parasitism" and ordered to work at an unsuitable job or face imprisonment. Vladimir Slepak, who was in charge of a T.V. research laboratory was ordered to work as a cement loader. He has also suffered a number of periods of imprisonment for protest demonstrations and in one of them was incarcerated in a narrow concrete box resembling the mediaeval Iron Maiden. From the time that anyone asks for his character reference he knows that he may perhaps reach Israel in a few months, perhaps be reduced to penury (without the benefit of even minimal welfare payments) and even suffer beating, interrogation and imprisonment. Occasionally, although it has happened much more often with dissenters than with would-be emigrants, he is liable to be locked up in a mental hospital although perfectly sane. These misfortunes are particularly common amongst scientists in Russia proper and there seems to be a clear indication that it is intended to be more hard for them to leave than for any other group, apart from one or two such as the Panovs who have been prominent in Soviet society in other fields. The inference is that although the Soviet government is prepared to let some Jews depart it wishes to some extent to limit the numbers applying to go by means of these discouragements. The attempt to prevent scientists and other academics from leaving reached its peak during 1973 with the notorious diploma tax which was subsequently dropped. Where scientists are fairly prominent, and particularly if they are known abroad, other measures may also be taken to "discipline" them. Several examples are known of their names being deleted from their own publications and from lists of references. Others are refused permission to attend normal scientific meetings abroad or in the USSR, and when a famous group led by Professors Alexander Voronel and Mark Azbel tried to hold their own seminar in July, 1974, this was forcibly broken up. The participation of distinguished foreign visitors was prevented and the organisers were arrested for a while and they and their families were harrassed. Still others in their thirties have been told to report for military service, long after the age when scientists, or indeed anyone in Soviet society is normally called for the first time.

Dr. Merskey is a doctor of Psychological Medicine, with the National Hospitals for Nervous Diseases, London, England.

The Moral Issues

The persecution described is, of course, deplorable. Yet there are many worse events in the world, such as widespread unrelieved starvation, war, and planned torture and murder on the part of police forces and military rulers. We should certainly be concerned about all these problems and obviously enough we cannot deal with every one of them or even perhaps any major one of them on our own to the exclusion of our ordinary work and activities. Why should scientists from the West be concerned about the situation of Soviet scientists? There are several good reasons nevertheless why we should be particularly concerned. First the Soviet Union is one of the world's greatest powers and its science is important to other scientists. A climate of opinion, and a system of practice, which distort scientific development in such a country are potentially damaging to science elsewhere. As a

psychiatrist it was readily obvious to me why I should be concerned at ethical abuses of my own subject. One does not want the practice to spread. (Canadian psychiatrists incidentally quickly realised the importance of that issue and the first official protest on the matter seems to have come from the Board of Directors of the Canadian Psychiatric Association). Scientists have comparable reasons for concern. They cannot wish to be impounded and forced to serve only in one country because of their qualifications and against any wish they might have to move. Those in the West also meet individual Soviet citizens and develop friendly relationships with them. They must be apprehensive lest on the one hand their colleagues whose work they know are being oppressed, and on the other hand lest they give help to the oppressors. Moreover, they cannot approve, and must want to discourage, the attempt to turn other scientists into non-persons by denying their work and banning their books and excluding them from meetings.

The attempt to prevent scientists and other academics from leaving reached its peak during 1973 with the notorious diploma tax which was subsequently dropped.

Protests and Appeals

Many scientists have supported both national and international appeals and protests. In Britain about half the Fellows of the Royal Society signed the appeal on behalf of Professor Benjamin Levich which, ultimately, was supported by more than 3,000 signatures from all over the world. There has been a large volume of protest in North America, both in Canada and the United States. More than 100 Fellows of the Royal Society wrote to the British Prime Minister of the time (Mr. Heath) asking him to make representations about the freedom of scientists at the current European Security Conference which began in Helsinki and continues in Geneva.

There is more dispute about other measures. Some distinguished scientists in the United Kingdom have refused the facilities of their laboratories to Russian visitors. Others feel that they should allow visitors, but make representations to them. Perhaps the best results will follow from both types of measure being practiced in different laboratories. A few unfortunately seek to ignore the issue completely.

Reluctance has been shown by some official bodies in regard to taking formal public steps. True the Royal Netherlands Academy made strong protest to the Soviet Academy over these matters. And in the United States Philip Handler, the President of the U.S. National Academy of Sciences wrote to the Soviet Academy about public vilification of Academician Sakharov in the Soviet press last year. He said that scientific co-operation would be endangered by the continuation of the attacks on Sakharov. The attacks stopped. Formal statements or complaints have also been sent to the Soviet Union by the American Association for the Advancement of Science, the American Physical Society, the American Mathematical Society, the American Chemical Society, the Institute of Electrical and Electronic Engineers, and the Society of Professional Engineers. In Britain so far, the Royal College of Psychiatrists has condemned Soviet behaviour on the issue of psychiatric abuses and, the British Medical Association passed a resolution on scientific freedom. The Royal Society remains unwilling to make any public statement on the matter. The reasons for this are understandable but not necessarily praiseworthy. A few regard any criticism of the Soviet Union as motivated by disreputable political ends. Professor John Ziman of Bristol University (I) points out that these few combine with a larger group of "administrative realists" who have no illusions about the disabilities of Soviet scientists but who insist that more can be achieved by secret diplomacy than by open comment. These two extreme parties combine to prevent the whole subject from being properly discussed. The most valuable step would be public expressions of concern by leading national scientific bodies, such as those which make up the International Council of Scientific Unions. As Ziman[1] says in the British context "In the absence of a public statement claims of influence by secret bargaining are without weight; the very fact that various officers of the Royal Society deal directly with the officials of the Soviet Academy can only suggest to other Russian scientists that they are ignorant of, acquiesce in, or even approve the corruptions with which we are here concerned." This is not to deny that private representations by the Royal Society may have helped in one or two instances (together with a large volume of public protest for the same persons). But it is to affirm that a public position taken by the Royal Society would do a great deal more good.

One of the arguments which is used to support a quietist policy is the statement that valuable exchanges would be lost. It is doubtful if this is correct. It has often been remarked that many of the present Russian visitors to the West are of very low scientific standing and are apparently more competent at picking up snippets of information than communicating at the highest intellectual level with our own leading scholars.

Similar problems arise in regard to international meetings. Many scientists are doubtful if meetings should be held under conditions where some fellow scientists are excluded. However, this raises the nasty issue of making a fuss in the host country if it is the USSR. In meetings outside Eastern Europe it is notorious that threats of withdrawal are made by East European delegates. Western scientists have tended, therefore, to limit themselves to personal petitions and "round-robins" rather than formal action. These alone have not been without effect. The Academy of Sciences of the USSR this year cancelled its 250th Anniversary Celebrations. It is widely believed that this was done to avoid the repeated discussions of the ill-treatment of scientists which the Soviet hosts would have had to face. Yet there is an immediate reason why the issue should be raised formally, even though this may seem to be "politics" — a dirty matter from which scientists should keep their hands clean. It is as follows; in any scientific meeting, in the pages of any scientific journal, the people who should contribute are those who are qualified by their knowledge or contributions, or both, to take part. Only those meetings are properly free in which all such people who wish to attend can be present. If any are prevented from being there by action on the part of their government (and not by such incidental matters as illness, shortage of funds to travel and so forth) it is the government which has brought politics into science and not the scientists who have introduced the politics. It is then the duty of the scientist to expell the politics of authoritarianism from his work, his publications, his meetings and his scientific organisation.

Western scientists have tended to limit themselves to personal petitions and "round-robins" rather than formal action

[1] Ziman, J. (1973) The Problem of Soviet Scientists, Nature, 246, 322-323.

The Repression at Belgrade University

Ed. Note. This article first appeared in February of this year. However, according to recent reports, the failure of the campaign to dismiss eight dissident staff members from Belgrade University's Faculty of Philosophy in time for last January's Communist Party Congress, suggests that the Party will now be glad to see the matter drop.

On the eve of the Congress, President Tito himself referred obliquely to the philosophers as a "few individuals" whose challenge to the political authorities did not warrant reprisals which would hurt Yugoslavia's image abroad.

The "self-managing" arrangements of the country's universities also ensured that political disapproval would not automatically mean dismissal. Reports suggest that more than just time was gained by the philosophers' supporters' stratagem of insisting that the eight cases be judged individually by special Commissions which would have to report back before the Faculty's Council could make the final decision.

According to reports, it is now thought possible that the Commissions may exonerate the eight faculty members completely. If so, the Party will be hard put to find any grounds for further intervention.

(The following statement was prepared by experts on the situation in Yugoslavia whom we believe to be reliable. We think it will interest your readers. — Noam Chomsky, MIT; Robert S. Cohen, Boston University).

A. Background

1949-1950. A new generation of young philosophers and social theorists, many of whom took active part in the liberation war (1941-1945), graduated and assumed teaching positions at the universities of Belgrade and Zagreb. They appeared on the scene during Yugoslavia's resistance to Stalin's attempts to dominate the country. They were mostly Marxists, but from the beginning they opposed Stalinist dogmatism and emphasized freedom of research, humanism, openness to all important achievements of present-day science and culture.

1950-1960. A decade of discussions on basic theoretical issues, organized by the Yugoslav philosophical association. The debates were quite free; several groups opposed one another on different grounds. By the end of this period they all realigned along two basic lines, the orthodox one which stayed within the traditional framework of dialectical materialism and which considered theory to be essentially a reflection of the objective social situation and material surroundings, and the humanist one which emphasized the anticipatory and critical character of theory, its unity with praxis, and its great role in the process of humanization of a given society.

1960. At a conference in Bled, the humanist, praxis-oriented trend prevailed and subsequently became dominant in Yugoslav universities, journals, institutes.

1962. Yugoslav society experienced its first postwar stagnation as a result of an unsuccessful attempt to make its currency convertible. At the biannual meeting of the Yugoslav philosophical association in Skopje, November, 1962, the view was expressed for the first time that it is urgent to go beyond abstract theoretical discussion about the nature of man and knowledge, about alienation and freedom, and the relation between philosophy and science — and toward a more concrete, critical study of Yugoslav society, guided by general humanist insights.

1963. A series of conferences and discussions with the attempts to clarify some general social issues: the meaning of technology, of freedom and democracy, of social progress, of the role of culture in building a socialist society. In August, the Korcula Summer School was founded by Zagreb and Belgrade philosophers and sociologists, with the purpose of organizing free international summer discussions on actual social issues.

1964. The journal *Praxis* was founded by the same group. A new series of discussions, this time about sensitive issues of Yugoslav society: the meaning and perspective of socialism, bureaucratic and authoritarian tendencies in the party and the state apparatus, advantages and weaknesses of the existing forms of self-management and its possibilities for further development; the right of a minority to continue to defend its views rather than conforming to the views of the majority.

Most of these critical views and ideas seemed compatible with the liberal Program of the League of Communists of Yugoslavia (accepted at the Seventh Congress, 1958), but in reality were met with intolerance by alarmed party leaders. The transition from criticism of Stalinism toward a concrete critical analysis of Yugoslav society led to an almost complete break of communication

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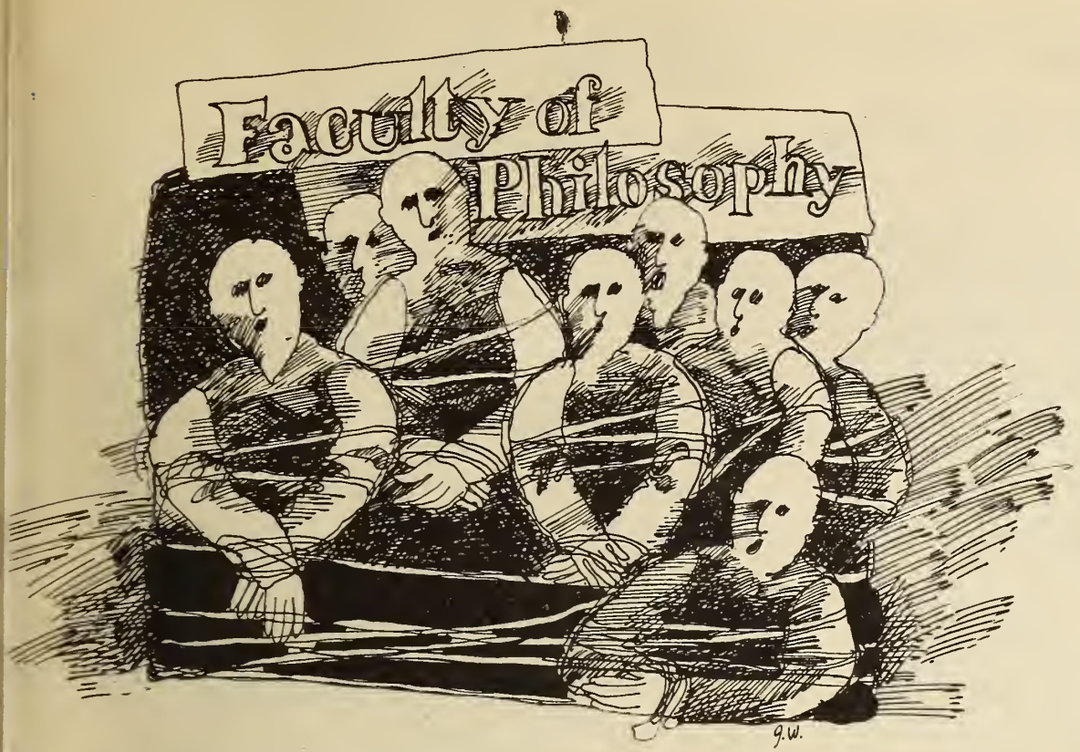

between party officials and leading Marxist social and political philosophers.

1965-1967. While preserving a political system far more elitist and authoritarian than a developed system of participatory democracy could tolerate, the political leadership introduced an economic reform that was to fail: returning to a nineteenth-century model of a laissez-faire economy, leaving the Yugoslav economy at the mercy of big foreign firms in the "free competition" at the international market, causing mass unemployment and huge foreign debts, allowing speculation in real estate and a rapid increase of social differences, encouraging the growth of autarchic tendencies in the existing six republics of the Yugoslav federation—which later constituted a material basis for strong nationalist movements.

Expression of critical views about these developments (themselves later condemned as manifestations of "liberalism" and "nationalism" by the party itself) was met by growing hostility by the party press. Critical philosophers and sociologists were branded "abstract humanists," "utopians," "revisionists," "anarcho-liberals," "neoleftists," "extreme leftists," finally, "political opposition that aspires to political power."

1968. In June, students of the University of Belgrade occupied all university buildings for seven days. They demanded abolition of bureaucratic privileges, further democratization, solution of the problem of mass unemployment, reduction of social differences, university reform.

In one of his speeches during the crisis, Tito praised the students, endorsed all their demands, and declared he would resign if he failed to realize them.

Later, when this grave political crisis was over, the political leadership and Tito himself came to the conclusion that philosophers were responsible for it because through their lectures they had "corrupted their students," "poisoned them with wrong ideas," and thus produced the student movement. The party organization at the Department of Philosophy and Sociology in Belgrade was dissolved. For the first time, Tito expressed the demand that further corruption "of students through their professors must be prevented," and that guilty professors must be ousted from the university.

1969-1972. Growing pressure was exerted by the Central Party leadership on lower-level political institutions to find a way to eliminate the professors. But this was a difficult task. Yugoslavia had developed a democratic organization of education and culture. All decision-making power in matters of electing, re-electing and promoting university professors was in the hands of the faculty councils—the autonomous, self-managing bodies composed of professors, assistants, and students themselves. The university law emphasized scholarly qualification as the sole criterion of election. It did not give political authorities any right to interfere.

In the previous period, the officially declared policy of the League of Communists (LC) was that all theoretical controversies should be cleared up through discussion and free exchange of opinion. Therefore the rather democratically-minded leadership of the LC in Serbia resisted the use of repressive measures against some of the leading philosophers and sociologists of the country. They were, however, refused access to mass media and mass gatherings, and the possibilities for circulating their ideas became much more limited. Still, they were able to teach, to travel abroad, to have 300-400 participants from various countries at the Summer School of Korcula, to publish the journals *Praxis* and *Filosofija*, and occasionally to publish a book or two.

The time was used to develop a cluster of fairly sophisticated and concrete theories about socialism and social revolution, integral self-management, the phenomenon of bureaucratism, humanization of technology, democratic direction of economy and culture, the problem of nationalism, etc.

Fall, 1972. Tito ousted the leader of the League of Communists of Serbia, Marko Nikezic, and a number of his supporters. They were blamed for "liberal" practices and for opposing the new party line. The main feature of this new line was the return to a strong, disciplined, centralized, "monolithic" party that has the right and power directly to control and manage the realization of its policies. This called for complete ideological unity, consequently for a return to a crude form of ideological indoctrination, and for the abandonment of all former sophisticated ideas of creating new socialist consciousness through dialogues or struggles of opinion and patient persuasion.

The Faculty of Philosophy was now exposed to intense pressure. There were rumors of enemies, foreign spies on the teaching faculty; there were threats of stopping further financing, of closing the faculty. The faculty building was equipped with hidden microphones, some of which were found. The University Committee of the League of Communists drew up a list of eight professors to be fired. Passports were confiscated from five of them. Portions of some of their recently published books were banned. Some collaborators of the journal *Praxis* were arrested and sentenced to jail.

At that moment dozens of internationally known philosophers and social scientists from Scandinavia, USA, Germany, France, and other countries wrote letters to Tito and the rectors of the universities of Belgrade and Zagreb, expressing their concern about those repressive measures and the hope that they would be discontinued in the interest of the further free development of Yugoslav democratic socialism. Many philosophical associations, departments of philosophy, academies, international institutions devoted to human rights and civil liberties passed resolutions of concern and sent them to Yugoslavia.

This discreet expression of solidarity of the international intellectual community made a considerable impact on Yugoslav authorities who were proud of their past international reputation and who, in the existing economic and foreign-political situation of the country, could not afford to disregard world public opinion. They decided to take their time and to give repression a more democratic appearance.

B. Recent Developments

Slowly crushing the resistance of the Faculty of Philosophy without provoking too much international publicity required a series of steps. Some of these were easy, some were met with unexpected difficulties or even failed completely.

It was relatively easy to introduce certain important changes into existing university law. The law as now amended requires a university professor not only to have scholarly and moral qualifications but also to be politically acceptable. Political organizations now have the right to initiate a procedure in order to establish whether any individual university teacher meets political criteria.

further corruption "of students through their professors must be prevented;" guilty professors must be ousted from the university... *Tito*

A third change was a general and vague limitation of the principle of self-management. While heretofore the vast majority of the members of the faculty councils had to be elected by the faculty and students themselves, now the law prescribed that the composition of the council had to be determined through a "self-managing agreement" between the faculty and its founder—the Republican Executive Council (i.e., the government of the given Federal Republic).

The next step was to translate those legal changes into more specific and practical demands. The plan was *first* to specify political criteria for being a university professor in such a way that they could be applied to ousting the eight Belgrade professors, who previously could not be removed; *second* to push the party organization and the students' organization into condemning their colleagues and teachers; *third* to compel the University of Belgrade to accept a sufficient number of outside voting members into the councils so as to enable political authorities to gain full control over the decision-making process in the Faculty of Philosophy.

These measures met with considerable resistance. When a text of Criteria for the Election of University Professors was first proposed to the University Assembly in June, 1973, most speakers objected strongly to it. They found certain criteria too rigid, for example the requirement that a university professor must accept Marxism and actively support the politics of the League of Communists in his lectures and in all his scholarly and public activity. But later the Rector of the University, most deans, and eventually the University Assembly succumbed to the pressure, and in November accepted the text of the Criteria.

Only the Faculty of Philosophy rejected it, and gave the following grounds, among others : it was unconstitutional because the existing constitution guarantees freedom of scientific work and cultural creation and forbids any kind of pressure on in-

Cont'd on page 20

Sabbatical and other leaves in Canadian universities

"The only long-term solution to the problem of maintaining academic excellence in the face of mounting pressures within the university is a realistic sabbatical leave policy which encourages all faculty members to take sabbatical leave at intervals frequent enough to enable them to maintain their effectiveness as teachers and as scholars." Along with this statement, CAUT approved, by Council Resolution in June 1967, some guidelines concerning sabbatical leave. The next year, CAUT conducted a general survey of academic fringe benefits, the result of which was published in *CAUT Bulletin* of April 1969 (Vol. 17 No. 4). Among those benefits considered were sabbatical leaves, leaves with and without pay. By that time, one could see the difference between the reality concerning sabbatical leaves and what CAUT was proposing.

It is with this intention to measure how far academics may still be from the proposed policy that CAUT conducted another survey on sabbatical and other leaves this year. This paper will report only the facts and not make policy recommendations.

The questionnaire was sent last February to the Vice-Presidents (Academic) of all universities where a local faculty association is affiliated with CAUT; a copy of the questionnaire was also sent to the local faculty associations and they were invited to give their comments as well. From the university administrators, forty-five answers came in; very few faculty associations did comment. A draft report was circulated in May, asking for corrections. This is the corrected version.

I would like here to express my gratitude to all those who participated in this survey, specially since some Canadian universities have apparently replied to other similar surveys.

Georges Frappier

Summary of Results

(please see table on pp. 16-19.)

Only the main trend is dealt with here.
The answers may not always add up to 45.

1 Is there a stated policy in your institution concerning these different kinds of leaves?
A) Sabbatical: Yes : 42; No: 2; Vague policy: 1.
Note: If we had defined the sabbatical leave in a rather strict sense, there would almost certainly be less than 42 "yes". For instance, the University of Victoria, even though it gave a "yes", noted that the expression "study leave" is more appropriate in its case.
B) Leave with pay: Yes: 28; No: 15; no response: 2.
C) Leave without pay: Yes: 34; No7; no response: 4.
Note: Besides sabbatical leaves, 3 respondants said what they had was some kind of individually negotiated leave. It appears that the breakdown concerning these three kinds of leave did not suit all the universities.

2.1 When was the existing policy decided?
Most of the universities have decided, or amended, their policy within the last 5 years.

2.2 Do you expect any change in this policy in the near future?
A) Yes: 15; No: 24; don't know: 1; no response 5
B) Yes: 9; No: 24; don't know: 2; no response 10
C) Yes: 11; No: 23; don't know: 2; no response: 9

3. If there is no stated policy, are these leaves negotiable?
A) Yes: 0 No: 0
B) Yes: 6; No: 1
C) Yes: 3; No: 0

4.1 Who makes the decision to allow a leave? See table of answers

4.2 Who makes the recommendation? See table of answers

5. Under what conditions can leaves be allowed?
(Note: or for which purposes)

		A	B	C
(.1)	approved research project	28	13	18
(.2)	research project	20	10	17
(.3)	1st Ph D studies	11	16	21
(.4)	thesis writing	10	14	19
(.5)	retraining	14	15	18
(.6)	exchange programme (Canada)	9	7	21
(.7)	(other countries)	9	7	21
(.8)	public service	8	5	27
(.9)	Royal Commissions	8	5	24
(.10)	no conditions	2	0	7
	"scholarly work"	3	1	1
	no response	9	21	10
	negotiable			1

6. Are leaves restricted to teachers with tenure or to teachers in certain ranks?

		A	B	C
(.1)	Tenure	17	5	2
(2.1)	only professors	—	—	—
(2.2)	at least associate	3	1	—
(2.3)	at least assistant	7	4	1
(2.4)	no restriction	19	14	26
	no response	5	16	13

7. Are leaves granted on the following conditions?

(.1) years of service after return?

		A	B	C
	Yes	22	14	5
	Number of years ½:	1	—	—
	1:	10	4	3
	2:	—	3	—
	3:	—	2	—
	4:	—	1	—
	6:	6	—	—
	not stipulated:	4	4	2

		A	B	C
(.2)	submission of report:	18	10	6
	none of these 2 conditions	6	5	6
	no response to question 7:	7	18	24

8. After how many years is a teacher entitled to a leave, of what length and with what % of salary? (usual policy)

Note: instead of "entitled to a leave", it appears that we should read "entitled to apply for a leave"

		A	B	C
(.1)	Number of years of service 0:	—	2	4
	1:	—	1	2
	2:	—	3	2
	3:	—	3	—
	4:	2	4	—
	5:	—	1	1
	6:	38	—	—
	7:	3	—	—
	ad hoc:	—	5	6
	no response:	1	23	28

		A	B	C
(.2)	Length of leave (months)			
	6 or 12:	13	4	1
	12:	41	9	4
	more than 12:	1	2	5
	ad hoc:	—	3	5
	no response:	3	17	22

(.3)	% of salary: 50%	8	2
	51-60%:	3	2
	61-70%:	4	2
	71-80%:	14	1
	81-90%:	0	0
	91-100%:	6	5
	ad hoc:		2
	no response:	2	19

Note: For 3 universities, instead of having 50% of salary for a 12 month leave, a member may have 100% of salary for a 6 month leave. And for 3 other universities, instead of having 75% of salary, a member may have 100%, for the same alternative.

9. Besides the usual policy, is it possible to obtain proportionate leaves at any time, with a proportionate amount of salary?

A) Yes: 20, No: 16; no response: 9
B) Yes: 16; No: 9; no response: 19
C) Yes: 18; No: 9; no response: 17

10 What is the maximum length of a short period of leave without discontinuity of service in considering the number of years after which one is entitled to a leave? See table of answers

Note: For many, this question seemed unintelligible.

11. Are years of service in another institution considered when establishing leave rights?

A) Yes: 17; Negotiable: 5; No: 18; no response: 6
B) Yes: 5; Negotiable: 1; No: 18; no response: 16
C) Yes: 5; Negotiable: 1; No: 21; no response: 13

12. Are the allowances for leaves invested year by year so that one may transfer his allowance to another institution?

A) Yes: 1; No: 34; no response: 10

13. Is it possible to receive the allowance in two segments, part as salary and part as a research grant?

A) Yes: 11; No: 25; no response: 9
B) Yes: 7; No: 23; no response: 14

14. Are there expense allowances over and above the leave allowances?

A) Yes: 6; Possible: 2; No: 33; no response: 5
B) Yes: 4; Possible: 3; No: 25; no response: 13
C) Yes: 2; Possible: 2; No: 32; no response: 9

15. Is income from other sources deducted or deductible from leave allowances?

A) Yes: 22; Possible: 1; No: 18; no response: 4
B) Yes: 20; Possible: 2; No: 10; no response: 12

16.1 While on leave, is participation in the pension plan allowed?

A) Yes: 43; No response: 3
B) Yes: 30; No: 1; no response: 13
C) Yes: 28; No: 7; no response: 8

16.2 On what conditions? See table of answers

Note: The conditions having not been specified, each answer must be considered apart.

17.1 While on leave, is participation in the fringe benefits plan possible?

		A	B	C
(.1)	life insurance:	43	27	30
(.2)	health insurance:	42	27	31
(.3)	disability insurance:	41	26	28
(.4)	hospital insurance: (private)	31	21	26
(.5)	dental care insurance:	5	2	4

17.2 Does the institution continue to pay its part of the premiums?

	A	B	C
(.1)	43	27	12
(.2)	41	27	13
(.3)	40	26	12
(.4)	24	21	8
(.5)	5	2	2

18. Does the taking of a leave in any way affect the individual's progress towards promotion and or tenure?

A) Yes: 5; No: 32; no response: 6
B) Yes: 8; No: 20; no response: 13
C) Yes: 16; No: 16; no response: 10

Note: It appears that a few universities had difficulty answering this question which could be taken in a positive way.

19. Are there provisions for joint husband and wife leaves?

Most universities have no specific policy on this matter.

20. Is it possible to take a leave at home, rather than in another city or country?

Even though most universities said "yes", many encourage the contact of another milieu.

21. Does university budgeting make provision for adequate replacements for faculty members on leave?

A) Yes: 32; No: 5; no response: 6
B) Yes: 26; No: 4; no response: 10
C) Yes: 31; No: 3; no response: 7

22.1 How many teachers are employed by your institution in 1973-74?
Male: Female: See table of answers

22.2 How many teachers were or are on leave in 1973-74 in your institution? See table of answers

22.3 This column, in the table of answers gives the percentage of sabbaticants (A) to the total number (M & F) of teachers.

The two following questions were added afterwards; only about twenty universities replied to these, at least to say that it was to difficult to answer accurately.

22.4 How many teachers were eligible to apply for a sabbatical leave? See tab. ans.

22.5 How many teachers applied for a leave? See table of answers.

23. What are the reasons for inconsistencies (if any) between the stated policy and the actual facts, as shown in question 22?
(.1) Teachers own decision
(.2) Budgetary restrictions
(.3) Administrative decisions

Most universities do not see inconsistencies. This is probably because most of them consider sabbatical as a privilege and not a right.

24. Any other reasons?

Most universities did not give any other reasons. Since the questionnaire failed to recognize sabbatical as a privilege from the start, I took it on myself to fill in this last column with abstracts from the covering letter to the answered questionnaire or from the university's official document. These abstracts may tell us how this privileged benefit is managed.

General Conclusions

Let us now compare this picture of the reality with CAUT's suggested policy on sabbatical leave. The Guidelines has 10 recommendations.

1. "a systematic policy...should be clearly formulated": most universities now have an official statement on the subject of sabbatical leave. Only two reported that they had none, compared to nine in 1968.
2. "...regular intervals of no more than six years": 38 universities plan for sabbatical leaves after six years, compared to 20 in 1968.
3. "...after a prescribed period of service at any recognized university...": There are only 22 universities who consider years of service in another institution, among these many declared that two years service elsewhere is counted as one year, and that there is a maximum of two such years. That fact is about the same as in 1968.
4. "...option of taking a full year's leave...or a half-year's leave after half the prescribed period": Thirteen universities have the 6 or 12 month leave period, as in 1968. But either option is only available after six years (not three as proposed) and in 6 universities sabbatical payment is higher the shorter the leave.
5. "...amount at least equal to...full annual salary, plus legitimate travel costs and other expenses...": Full salary is given at 6 institutions compared to 2 in 1968. On the other hand, 6 other institutions will give full salary for a half-year's leave, compared to 11 in 1968.

   In 1968, for 60% of universities, there was a 50% of salary. It appears that the trend is for an increase in percentage of salary with 14 universities giving a 71-80% salary, compared to 5 in 1968.

   As for expenses, only 8 universities reported that they may consider covering them.

   We should also add that, even though 24 universities may deduct income from other sources, most of them added that the deduction would apply only for sums exceeding 100% of salary.
6. (Covered with 5)
7. "The granting... should not be conditional on the staff member's having a particular approved research project...": This recommendation encourages the freedom of inquiry. There are 28 universities who require such an approved research project; and 18 universities ask for the submission of a report.
8. "A staff member should not be required to return to the university which has granted him sabbatical leave...":

   As in 1968, there are still 22 universities who require such a return for a certain period of time.
9. (see 5)
10. "For purposes of pension contributions, insurance, medical and disability benefits, salary increases and promotions, the staff member on sabbatical leave should be regarded as full-time member of the academic staff":
    For at least 30 universities, the taking of a leave does not affect the individual's progress. And, as in 1968, most of the universities provide the usual fringe benefits to sabbaticants.

A. I could add a recommendation saying that the amount should be paid in two segments: part as salary and part as a research grant; this would provide a tax advantage since contributions to a pension plan are then a deductible expense in regards to salary, and expenses incurred during the leave are tax deductible from the part paid as a research grant. (See CAUT Income Tax Guide 1973 in *CAUT Bulletin,* Jan. 1974; Tax Column, *CAUT Bulletin,* May 1974.)

Many universities do not follow this procedure.

B. As to the rate of participation in the sabbatical leave, one may easily see that the rate of 2.2% of 1968 has been well surpassed.

In the overall, today's facts are advantageous comparable to those of six years ago. One may say that there is a trend towards CAUT's proposed policy. This seems also the conclusion of another survey (Sheelagh C. Booth and Eliot C. Higbee: *Comparative Study of Sabbatical Leave Practices in Selected Commonwealth and U.S. Universities,* office of Institutional Research, McMaster University, Hamilton, Ontario, 1974. May I thank McMaster University and Dr. Higbee for their document).

Let me quote here page 7. of this document:

> "Sabbatical leave plans in Canadian universities are not nearly so uniform as those in US universities or as those in Canadian universities were in 1969 (based on data presented here as compared with that obtained in the 1969 McMaster University survey referenced earlier). Present leave plans in Canadian universities are more like those in Great Britain in that they are becoming tailored to the needs of a given university (diversity) while still retaining their universality as an integral part of the life of self-renewing community of scholars.
>
> Plans in Canadian universities have become more formalized and better documented since 1969. More importantly they are becoming viewed as a tool for maintaining university flexibility.
>
> The salary paid for full year leaves in Canadian universities has improved since 1969 and is now substantially better than in the US, but not as good as in Great Britain and not nearly as good as in Australia/New Zealand. The academic folklore about the superiority of Australia/New Zealand sabbatical leave plans was borne out by the study. This superiority obviously has its roots in the need for faculty from those countries to travel abroad to pursue their scholarship.
>
> Participation rates in all countries appear to be higher than those reported by Ingraham.[1] This phenomenon is probably due to several reasons, among them more mature age-rank profiles, lower mobility, increased opportunities, the use of leaves as retraining opportunities, etc.
>
> Clearly the importance of sabbatical leave plans in academe has, as a result of the many factors shaping institutions of higher education, increased and concomitantly affected many aspects of university programing. That trend will likely continue, especially if participation rates continue to rise".

1. *The Outer Fringe,* 1965.

CONGÉ SABBATIQUE ET AUTRES CONGÉS DANS LES UNIVERSITÉS CANADIENNES

« Face à ces exigences croissantes, la seule solution à long terme qui permette de maintenir un niveau élevé d'excellence académique est la mise en application d'un régime effectif de congé sabbatique. Celui-ci doit permettre à tout professeur de solliciter un congé à des intervalles suffisamment rapprochés, pour lui permettre de conserver son degré d'excellence comme enseignant et savant. » En même temps que cet énoncé, l'ACPU a approuvé, par la résolution du Conseil de juin 1967, un certain nombre de directives sur les régimes de congé sabbatique. L'année suivante, l'ACPU a fait un sondage général des avantages sociaux universitaires et en a publié les résultats dans l'édition d'avril 1969 du *Bulletin de l'ACPU* (Volume 17 nº 4). Parmi ces avantages, il est question du congé sabbatique et des congés avec ou sans traitement. Il était dès lors possible de constater l'écart qui existait entre la réalité des régimes de congé sabbatique et les propositions de l'ACPU.

Afin de mesurer l'écart qui pourrait encore subsister entre la situation actuelle des universitaires et les principes énoncés par l'ACPU, nous avons procédé cette année à un nouveau relevé sur le congé sabbatique et les autres congés. Notre rapport se borne à constater les faits; il ne propose aucune mesure à prendre.

Nous avons envoyé le questionnaire qui a servi au sondage en février dernier aux vice-présidents (enseignement) de toutes les universités qui abritent une association de professeurs affiliée à l'ACPU; nous avons également envoyé des exemplaires du questionnaire aux associations locales en les priant, elles aussi, de nous communiquer leur réaction. Nous avons reçu quarante-cinq réponses des administrateurs d'université mais très peu de réactions des associations de professeurs. Nous avons distribué en mai un projet du rapport en demandant qu'on nous indique les corrections qu'il faudrait y apporter. Vous lisez maintenant le rapport corrigé.

Je tiens à remercier vivement tous ceux qui ont participé à cette enquête, d'autant plus que certaines universités canadiennes ont apparemment répondu à d'autres sondages de nature similaire.

Georges Frappier

RÉSUMÉ DES RÉSULTATS

(les tables sont sur pages 16-19)

Nous n'indiquons ici que la tendance prédominante.

Le total des réponses n'atteint pas nécessairement 45.

1. Dans votre institution, y a-t-il une politique établie en regard de ces trois sortes de congé?

   A) Sabbatique: Oui: 42; Non: 2; Politique imprécise: 1.

   Note: Si nous avions donné au congé sabbatique sa définition la plus rigoureuse, il y aurait eu presque certainement moins de 42 « oui ». C'est ainsi que l'Université de Victoria, tout en répondant par l'affirmative, signale que l'expression « congé d'étude » représente mieux la situation chez elle.

   B) Avec solde: Oui: 28; Non: 15; Sans réponse: 2.

   C) Sans solde: Oui: 34; Non: 7; Sans réponse: 4.

   Note: A part les congés sabbatiques, trois réponses signalent l'existence d'une sorte de congé négocié à titre individuel. Il semble que notre façon de départager ces trois sortes de congé ne convienne pas à toutes les universités.

2.1 Quand fut établie la politique actuelle?

   La plupart des universités ont adopté une politique ou l'ont modifiée au cours des cinq dernières années.

2.2 Est-ce que vous prévoyez des changements au sujet de cette politique dans un proche avenir?

   A) Oui: 15; Non: 24; ne sait pas: 1; sans réponse: 5

   B) Oui: 9; Non: 24; ne sait pas: 2; sans réponse: 10

   C) Oui: 11; Non: 23; ne sait pas: 2; sans réponse: 9

3. S'il n'y a pas de politique établie, est-ce que ces congés sont négociables?

   A) Oui: 0; Non: 0

   B) Oui: 6; Non: 1

   C) Oui: 3; Non: 0

4.1 Qui prend la décision d'accorder un congé? Voir Tableau des réponses

4.2 Qui doit faire la recommandation? Voir Tableau des réponses

5. A quelles conditions accorde-t-on un congé?

   (Notes: ou à quelles fins)

		A	B	C
(.1)	projet de recherche approuvé	28	13	18
(.2)	projet de recherche	20	10	17
(.3)	études de doctorat	11	16	21
(.4)	rédaction de thèse	10	14	19
(.5)	recyclage	14	15	18
(.6)	programme d'échange (Canada)	9	7	21
(.7)	(autres pays)	9	7	21
(.8)	fonction publique	8	5	27
(.9)	commissions royales	8	5	24
(.10)	aucune condition	2	0	7
	« travail savant »	3	1	1
	sans réponse	9	21	10
	négociable	—	—	1

6. Est-ce que les congés ne sont accordés qu'à ceux qui ont la permanence ou un certain rang?

		A	B	C
(.1)	Permanence	17	5	2
(2.1)	titulaire	—	—	—
(2.2)	agrégé	3	1	—
(2.3)	adjoint	7	4	1
(2.4)	aucune restriction	19	14	26
	sans réponse	5	16	13

7. Exige-t-on un engagement de la part de celui à qui on accorde un congé?

		A	B	C
(.1)	années de service à son retour?			
	Oui	22	14	5
	Nombre d'années ½	1	—	—
	Nombre d'années 1	10	4	3
	Nombre d'années 2	—	3	—
	Nombre d'années 3	—	2	—
	Nombre d'années 4	—	1	—
	Nombre d'années 5	6	—	—
	Non stipulé:	4	4	2

		A	B	C
(.2)	présentation d'un rapport	18	10	6
	aucune de ces deux conditions	6	5	6
	sans réponse à la question 7	7	18	24

8. Après combien d'années de service un professeur a-t-il droit à un congé, un congé de quelle durée, et avec quel % de salaire? (donnez la politique habituelle)

   Note: au lieu de « droit à un congé », il semble que nous devrions interpréter « droit à demander un congé »

		A	B	C
(.1)	Nombre d'années de service 0	—	2	4
	Nombre d'années de service 1	—	1	2
	Nombre d'années de service 2	—	3	2
	Nombre d'années de service 3	—	3	—
	Nombre d'années de service 4	2	4	—
	Nombre d'années de service 5	—	1	1
	Nombre d'années de service 6	38	—	—
	Nombre d'années de service 7	3	—	—
	ad hoc	—	5	6
	Sans réponse	1	23	28

		A	B	C
(.2)	Durée du congé (mois)			
	6 ou 12	13	4	1
	12	41	9	4
	plus de 12	1	2	5
	ad hoc	—	3	5
	sans réponse	3	17	22

		A	B
(.3)	% du salaire: 50%	8	2
	% du salaire: 51—60%	3	2
	% du salaire: 61—70%	4	2
	% du salaire: 71—80%	14	1
	% du salaire: 81—90%	0	0
	% du salaire: 91—100%	6	5
	% du salaire: ad hoc	—	2
	sans réponse	2	19

   Note: Dans trois universités, un professeur peut obtenir 100% du traitement pour un congé de six mois au lieu de 50% de traitement pour un congé de douze mois. Dans trois autres universités, il s'agit de 75% du traitement pour douze mois et de 100% pour six mois.

9. A part cette politique habituelle, est-il possible d'obtenir à n'importe quel moment, un congé de durée proportionnelle, avec une partie proportionnelle du salaire?

   A) Oui: 20; Non: 16; sans réponse: 9

   B) Oui: 16; Non: 9; sans réponse: 19

   C) Oui: 18; Non: 9; sans réponse: 17

10. Quelle est la durée maximale d'une courte période de congé n'affectant pas la continuité de service, lorsqu'on considère le nombre d'années donnant droit à un congé? Voir Tableau des réponses.

    Note: Il semble que beaucoup n'aient pas saisi le sens de cette question.

11. Est-ce qu'on tient compte des années de service dans une autre institution quand on établit le droit à un congé?

    A) Oui: 17; négociable: 5; Non: 18; sans réponse: 6

    B) Oui: 5; négociable: 1; Non 18; sans réponse: 16

    C) Oui: 5; négociable: 1; Non 21; sans réponse: 13

12. Est-ce que les montants d'argent affectés sont mis de côté année après année de sorte qu'il soit possible à quelqu'un de transférer son solde à une autre institution?

    A) Oui: 1; Non: 34; sans réponse: 10

13. Est-il possible de recevoir son solde en deux parties, l'une en salaire, et l'autre comme bourse d'étude?

    A) Oui: 11; Non: 25; sans réponse: 9

    B) Oui: 7; Non: 23; sans réponse: 14

14. En plus du solde accordé pour le congé, y a-t-il des montants d'argent accordés pour les dépenses?

    A) Oui: 6; Possible: 2; Non: 33; sans réponse: 5

    B) Oui: 4; Possible: 3; Non: 25; sans réponse: 13

    C) Oui: 2; Possible: 2; Non: 32; sans réponse: 9

15. Est-ce que le revenu venant d'autres sources est déduit ou déductible du solde accordé?

    A) Oui: 22; Possible: 1; Non: 18; sans réponse: 4

    B) Oui: 20; Possible: 2; Non: 10; sans réponse: 12

16.1 Étant en congé, le professeur a-t-il droit de participation au régime de pension?

    A) Oui: 43; sans réponse: 3

    B) Oui: 30; Non: 1; sans réponse: 13

    C) Oui: 28; Non: 7; sans réponse: 8

16.2 A quelles conditions: Voir Tableau des réponses.

Note: Les conditions n'ayant pas été spécifiées, les réponses doivent être considérées individuellement.

17.1 Étant en congé, le professeur peut-il participer au régime des bénéfices marginaux?

		A	B	C
(.1)	assurance-vie	43	27	30
(.2)	assurence-santé	42	27	31
(.3)	assurance-invalidité	41	26	28
(.4)	assurance-hospitalisation (privée)	31	21	26
(.5)	assurance-soins dentaires	5	2	4

17.2 Est-ce que l'institution continue de payer sa part de la prime?

(.1)	43	27	12
(.2)	41	27	13
(.3)	40	26	12
(.4)	24	21	8
(.5)	5	2	2

18. Est-ce que le fait de prendre un congé affecte, en quelque sorte, la progression d'un professeur vers une promotion et/ou la permanence?

A) Oui: 5; Non: 32; sans réponse: 6

B) Oui: 8; Non: 20; sans réponse: 13

C) Oui: 16; Non: 16; sans réponse: 10

Note: Il semble que certaines universités aient eu de la difficulté à répondre à cette question qui pouvait s'interpréter dans un sens positif.

19. Est-ce qu'il y a une politique établie en regard des congés pris conjointement par le mari et la femme?
La plupart des universités n'ont aucune politique précise à cet égard.

20. Est-il possible de prendre son congé chez soi, plutôt que dans une autre ville ou un autre pays?

La plupart des universités ont répondu « oui », mais beaucoup encouragent le dépaysement.

21. Est-ce que l'université a une politique budgétaire permettant un remplacement adéquat du professeur en congé?

A) Oui: 32; Non: 5; sans réponse: 6

B) Oui: 26; Non: 4; sans réponse: 10

C) Oui: 31; Non: 3; sans réponse: 7

22.1 En 1973-1974, combien de professeurs votre institution a-t-elle employés?

Hommes: Femmes: Voir Tableau des réponses

22.2 Dans votre institution, combien de professeurs étaient ou sont en congé en 1973-1974? Voir Tableau des réponses

22.3 Cette colonne, dans le Tableau des réponses, donne le pourcentage des professeurs en congé sabbatique (A) par rapport au nombre total de professeurs (H & F).

Les deux questions suivantes ont été ajoutées après coup; une vingtaine d'universités au plus y ont répondu, au moins pour dire qu'il était trop difficile d'y répondre avec précision.

22.4 Combien de professeurs avaient droit à demander un congé sabbatique? Voir Tableau des réponses

22.5 Combien de professeurs ont demandé un congé sabbatique? Voir Tableau des réponses

23. Quelles sont les raisons d'inconsistance (s'il y en a) entre la politique établie et les faits actuels comme on le voit à la question 22?

(.1) décisions des professeurs eux-mêmes:
(.2) restrictions budgétaires
(.3) décision administrative

La plupart des universités n'ont relevé aucune inconsistance. C'est probablement parce que la plupart d'entre elles considèrent le congé sabbatique comme un privilège et non comme un droit.

24. Autres raisons?

La plupart des universités n'ont pas donné d'autres raisons. Étant donné que le questionnaire n'était pas basé sur le congé sabbatique conçu comme privilège, j'ai pris sur moi de reproduire dans cette dernière colonne des extraits de lettres accompagnant le questionnaire rempli ou des extraits du document officiel de l'université. Ces extraits pourraient nous donner une idée de la façon dont est administré cet avantage conçu comme un privilège.

Conclusions générales

Comparons maintenant ce tableau de la situation à ce que l'ACPU propose dans le domaine du congé sabbatique. Les directives à ce sujet comportent 10 propositions.

1. « toute université doit formuler clairement une politique arrêtée... »: la plupart des universités ont maintenant un régime officiel de congé sabbatique. Deux universités seulement ont signalé qu'elles n'en ont pas, alors que neuf étaient dans ce cas en 1968.

2. « ... à des intervalles fixes ne dépassant pas six ans. »: Trente-huit universités prévoient des congés sabbatiques au bout de six ans; il n'y en avait que 20 en 1968.

3. « ....à la fin de la période de service prescrite,...à une ou plusieurs universités reconnues. »: Vingt-deux universités seulement tiennent compte des années de service dans une autre institution; beaucoup d'entre elles déclarent que deux années ailleurs ne comptent que pour une année de service et que ces équivalences ne comptent que pour un maximum de deux ans. La situation n'a guère changé depuis 1968.

4. «...opter entre un congé sabbatique d'une durée d'un an...et une demi-année de congé à la terminaison de la moitié de la période prescrite »: Treize universités offrent le choix entre les formules de six ou douze mois, comme en 1968. Le choix ne peut cependant s'exercer qu'après six ans (et non trois comme nous le proposons) et six universités proposent des versements sabbatiques d'autant plus élevés que le congé est plus court.

5. « ... un montant au moins égal à son traitement annuel total, plus une somme égale au montant de ses frais de transport et des autres dépenses... »: Six institutions offrent le plein traitement au lieu de deux seulement en 1968. Par contre, six autres institutions accordent le plein traitement pour un congé de six mois, alors que onze le faisaient en 1968.

— En 1968, 60 p 100 des universités offraient 50 p. 100 du traitement. On constate une tendance à la hausse du pourcentage du traitement offert, quatorze universités offrant de 71 à 80 p. 100 du traitement, au lieu de cinq en 1968.

— Au chapitre des dépenses, huit universités seulement indiquent qu'elles pourraient envisager de les défrayer.

— Il convient d'ajouter que même si vingt-quatre universités se montrent enclines à déduire les revenus d'autres sources, la plupart d'entre elles ont ajouté que les déductions ne toucheraient que les sommes dépassant 100 p. 100 du traitement.

6. (Voir le nº 5).

7. « Le congé sabbatique...ne doit pas être accordé à la condition que le professeur fasse approuver un projet de recherche »: Cette recommandation encourage le libre choix de la recherche. Vingt-huit universités exigent l'approbation d'un projet de recherche; dix-huit d'entre elles demandent le dépôt d'un rapport.

8. « Un professeur ne doit pas être tenu de retourner à la même université au terme du congé sabbatique. »: Comme en 1968, vingt-deux universités continuent à exiger leur retour pour une certaine durée de service.

9. (Voir le nº 5).

10. « Durant la période du congé sabbatique, tout professeur doit bénéficier de conditions d'emploi égales à celles de tout autre membre à temps complet du personnel enseignant. Ces conditions s'appliquent aux contributions versées au régime de caisse de retraite, aux assurances, aux régimes de frais médicaux et d'invalidité, aux augmentations de traitement et aux promotions. »: Dans au moins trente universités, le congé ainsi accordé ne perturbe pas la carrière de l'intéressé. En outre, comme en 1968, la plupart des universités assurent les avantages sociaux habituels aux professeurs en congé sabbatique.

Le sondage fournit en outre les indications suivantes:

A. On pourrait aussi recommander que le paiement soit versé en deux tranches distinctes: une comme traitement et l'autre comme bourse de recherche; il en résulterait des avantages fiscaux puisque les versements à une caisse de retraite sont alors considérés comme frais déductibles du revenu salaire et que les frais assumés pendant le congé peuvent être déduits du montant versé comme bourse de recherche. (Voir le Guide ACPU de l'Impôt sur le revenu 1973 dans le Bulletin de l'ACPU de janvier 1974; colonne fiscale, *Bulletin de l'ACPU*, mai 1974.)

Beaucoup d'universités ne tiennent pas compte de cette façon de procéder.

B. Au sujet du taux de participation au régime de congé sabbatique, il saute aux yeux que le taux de 2.2 p. 100 constaté en 1968 a grimpé considérablement. Dans l'ensemble, la situation est bien meilleure qu'il y a six ans. On s'oriente incontestablement vers le régime proposé par l'ACPU. La même conclusion ressort d'une autre enquête; celle de Sheelagh c. Booth et Eliot c. Higbee: *A Comparative Study of Sabbatical Leave Practices in Selected Commonwealth and U.S. Universities*, office of Institutional Research, Université McMaster, Hamilton, Ontario, 1974. Je tiens à remercier l'Université McMaster et le docteur Higbee d'avoir bien voulu me communiquer ce document, dont je cite l'extrait suivant (p. 7):

« Les régimes de congé sabbatique dans les universités canadiennes n'ont pas le même degré d'uniformité que ceux des universités américaines ni que celui qu'on trouvait au Canada en 1969 (d'après les renseignements

maintenant disponibles, par rapport à ceux que donnait l'enquête de l'Université McMaster de 1969, citée plus haut). Les régimes de congé des universités canadiennes ressemblent maintenant beaucoup plus à ceux de Grande-Bretagne en ce qu'ils sont de plus en plus adaptés aux besoins particuliers de chaque université (diversité) tout en conservant le caractère universel de faire intimement partie de la vie de la collectivité de savants en perpétuel renouvellement.

Depuis 1969, les régimes des universités canadiennes deviennent progressivement plus formels et mieux documentés. Et, ce qui est plus important, on les considère de plus en plus comme des instruments facilitant le maintien de la souplesse universitaire.

Les traitements payés pour les congés d'une année entière dans les universités canadiennes se sont améliorés depuis 1969 et sont maintenant nettement meilleurs que les traitements accordés aux États-Unis, sans toutefois atteindre les niveaux versés en Grande-Bretagne ni être aussi intéressants qu'en Australie et en Nouvelle-Zélande. L'étude a confirmé la supériorité des régimes de congé sabbatique d'Australie et de Nouvelle-Zélande que l'on cite volontiers dans les milieux universitaires. Cette supériorité s'explique manifestement par le fait que les professeurs de ces pays doivent aller poursuivre leurs études post-universitaires à l'étranger.

Il semble que les taux de participation dans tous les pays soient plus élevés que ceux que citait Ingraham.[1] Ce phénomène est sans doute attribuable à plusieurs facteurs, dont le relèvement de la moyenne des âges et grades, un ralentissement de la mobilité, l'amélioration des chances d'avancement, l'emploi des congés comme occasion de recyclage, etc.

Il est donc évident que les nombreux facteurs qui influent sur l'évolution des institutions de haut savoir ont augmenté l'importance des régimes de congé sabbatique dans le milieu universitaire, augmentation qui à son tour s'est répercutée sur de nombreux aspects de la programmation universitaire. Il paraît probable que cette tendance se maintiendra, surtout si les taux de participation continuent leur ascension.»

[1] *The Outer Fringe*, 1965.

BRANDON UNIVERSITY

seeks a
DIRECTOR (and eventually HEAD)
of a Proposed
DEPARTMENT OF NATIVE STUDIES
at Brandon University.

Duties include:
- direct and develop a program of Native Studies;
- teach courses in native studies and/or native languages;
- assume headship of academic department when it is established;
- conduct and direct research in the above areas;
- act as liaison between university, native communities and native organizations.

Qualifications:
- Ph.D. or M.A. preferably in Humanities or Social Sciences;
- experience and interest in teaching and research; some administrative experience helpful;
- knowledge and experience of North American native life;
- fluency in at least one native language.

Academic rank and salary commensurate with qualifications and experience.

Closing date for applications:
November 15, 1974 or until position filled.

Appointment effective:
January 1, 1975, or as soon after as a suitable candidate can be found.

Applications:
Please send:
Curriculum vitae (resumé)
publications (if any)
names of three (3) references

To:
Dr. M. Blanar
Dean, Faculty of Arts
Brandon University
BRANDON, Manitoba
R7A 6A9

THE UNIVERSITY OF CALGARY

FACULTY OF MEDICINE

Applications and nominations are invited for the position of **Professor and Head, Division of Paediatrics.**

The succesful applicant will be expected to have an interest in undergraduate and graduate medical education, and to be a well-established active investigator.

The position is to be filled January 1, 1975, or as soon as possible. Salary will be according to qualification and experience.

Nominations and/or applications will be received by Dr. L. E. McLeod, Dean, Faculty of Medicine, The University of Calgary, Calgary, Alberta, T2N 1N4, Canada.

Applicatiqns are to be accompanied by a detailed curriculum vitae.

THE UNIVERSITY OF CALGARY

TABLE OF ANSWERS

		1	2.1	2.2	3	4.1	4.2	5	6	7	8.1	8.2	8.3	9	10	11
Acadia	A	yes	1970	no	—	Board	Committee	—	.1	.1(1),.2	6	12	50%	no	0	neg.
	B	"	"	"	—	"	"	.2	—	"	3	"	"	"	0	"
	C	"	"	"	—	Pres.	Dept. Head	neg.	—	—	—	—	—	"	—	"
Alberta	A	yes	1968	yes	—	Deans	Dept. Head	.1 to .4	.1	.1 (6m.)	6 or 3	12 or 6	80%	no	no pol.	yes (b)
	B	no	—	—	yes	Board	Dean, v.p., pres.	—	—	—	—	—	—	—	"	n/a
	C	"(a)	—	—	"	v.p. (acad.)	Dean	.1 to .11	2.4	—	—	—		—	"	"

(a) "we also have an assisted leave program. This is for staff who wish to pursue advanced degrees".
(b) up to two years
(c) if other sources, after expenses, exceed 20% of basic salary.

Bishop's	A	vague	—	yes	—	Principal	Dean & Committee	.1 to .9	no	.2	6	12	100%	no	0	no
	B	yes	1973	—	—	"	"	"	"	"	4	—	"	"	"	"
	C	"	"	—	—	"	"	"	"	"	2	—		"	"	"
Brandon	A	yes	1970	yes	—	Pres. & Board	Dean & Dept. Head				6	12	80%	yes (a)	?	no
								.1 to .3,.6,.7	1	.1(1)						
	B	"	"	"	—	"	"	.1 to .4,.6,.7	2.4	.1(2)	4	"	"	"	—	"
	C	"	"	"	—	"	"	.1,.2,.5 to .9	2.4	—	—	—		"	—	yes

(a) half sabbatical at 50% of salary

U.B.C.	A	yes	—	—	—	Pres.	Heads & Deans	.1,.2,.5 to .7	.1,2.3	.1(1)	4	12	60%	—	?	no
	B	yes	1971	?	—	Pres.	Heads & Deans & Ctel	,.2,.6,.7	.1,2.3	.1(4)	4	12	60%	yes	—	no
	C	"	"	"	—	"	"	.3 to .5, .8,.9	"	ad hoc	ad hoc	"		"	—	"
Brock	A	yes	—	no	—	Pres.	Committee	.1,.3,.4,. .8,.9	2.4	.2	6	12	70%	yes (a)	ad hoc	yes
	B	"	—	"	—	"	"	—	"	—	—	—	—	"	"	"
	C	"	—	"	—	"	"	.1,.5 to .9	"	.1(-),.2,.3	—	—		"	"	"

(a) 6 m at 100% of salary

Calgary	A	yes	—	no	—	Board	Pres.	—	2.4	.1(=leave),.2	3 or 6	6 or 12	75%	—	no pol.	yes (b)
	B	"	—	"	—	Pres.	Dean's Council	—	"	.1(2)	—	—	(a)	—	—	no
	C	"	—	"	—	"	"	—	"	—	—	—		—	—	"

(a) 100% of minimum salary of assistant professor.
(b) maximum of 2 year credit for 4 years of prior service.

C.M.R.	A	yes	1971	no	—	PSC	Dept. Head & Dean. & Principal	.1 to .5	2.4	.2	6	16	(a)	no	—	yes
	B	"	—	"	—	"	"	.6 to .9	"	"	—	ad hoc	—	yes	—	—
	C	"	—	"	—	"	"	.1 to .9	"	"	—	"		"	—	—

(a) 100% for 7 months then 66⅔% for 9 months. (b) if he pays the employer's part.

Carleton	A	yes	1972	no	—	Board	President	.2 to .4	—	.1(-),.2	6	12 or 6	50%	yes (a)	—	yes
	B	no	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	C	yes	1972	no	—	Board	President	—	—	—	—	—		—	—	—

(a) after 3 years, 6 months at half salary; after more than 6 years, up to 75% of salary.

Dalhousie	A	yes	1960	—	—	Board	President	.1 to .7	2.3	.1(6)	6	12 or 6	50 or 100%	yes	?	neg.
	B	no	—	yes	yes	—	—	—	—	—	—	—	—	—	—	no
	C	"	—	"	"	—	—	—	—	—	—	—		—	—	"
Guelph	A	yes	1973	no	—	College Cte.	Dept. Cte.	.10	.1	.1(1),.2	6	12	75% (a)	no	no max.	no
	B	"	"	"	—	"	"	"	—	.2	ad hoc	ad hoc	ad hoc	no	"	"
	C	"	"	"	—	"	"	"	2.4	.2	0			"	"	"

(a) 7 months with 100% of salary, 8 months with 95% of salary, etc. (b) faculty member responsible for University's cont

Lakehead	A	yes	1967	?	—	Pres.	Dean	scholarly w.	.1	.1(6),.2	6	12	75%	yes	?	yes
	B	"	1970	"	—	"	"	"	"	.1(1)	n/a	"	(a)	yes	—	"
	C	"	"	"	—	"	"	"	2.4	.1(1)	"	"		"	—	no

(a) 12½% for each year of service in the form of an interest-free loan which is cancelled if the member returns. (b) based on leave allowance.

Laurentian	A	yes	1971	yes	—	Ex. & Board	V.P. (Head) & Dean & Chair	.1,.5	2.3	.1(6)	6	12	70% (a)	no	—	neg.
	B	"	"	"	—	"	"	.3,.4,.5	2.4	.1(2)	2	"	35%	"	—	no
	C	"	"	"	—	"	"	.2,.6 to .9	"	.2	0	—		"	—	"

(a) plus 7½% for each additional year of service up to 100%.
(b) contractual travel allowance of $300 per year.
(c) this is a positive yes, depending on the quality of

Laval	A	oui	?	oui	—	conseil exéc.	Doyen	.1,.2,.5	.1,2.2	.2	6	12	100%	non	—	oui
	B	"	"	"	—	"	"	.3,.4	2.3	.1(-),.3(a)	2	48 max.	60 à 90%	oui	—	non
	C	"	"	"	—	"	"	.6 à .9	.1	—	5	24 max.		"	—	"

(a) remboursement. (b) verser la partie de l'employeur.

Lethbridge	A	yes	1969	no	—	Board	Dean	.1 to .9	2.4	.2	6 or 3	12 or 6	80%	yes	no pol	yes
	B	"	"	"	—	"	"	.3	"	.1(neg)	0	ad hoc	—	"	"	n/a
	C	"	"	"	—	"	"	.1 to .9	"	—	"	"		"	"	"
Loyola	A	yes	—	yes	—	pres.	Chair. & Dean	.1,.2,.6,.7,.9	2.3	.1(6),.2	6	12	100%	no	—	no
	B	"	—	no	—	"	"	.3,.4,.8	—	.1(3),.2	3	12 or 6	"	"	—	"
	C	"	—	yes	—	"	"	.3,.4,.8,.9,.10	—	—	—	—		yes	—	—

(a) this will be changed.

Manitoba	A	yes	1971	no	—	—	—	approved act.	2.4	.1 (= leave)	3 or 6	6 or 12	40 or 80%	yes	ad hoc	no
	B	"	—	"	—	—	—	"	—	—	—	—	—	—	—	"
	C	"	—	"	—	—	—	"	—	—	—	—	—	—	—	"
McGill	A	yes	1969	no	—	v.-princ.	Chair. or Dean	.1,.2,.8,.9	2.4	no	6	12	100%	yes	no pol	yes
	B	"	"	"	—	"	"	.3 to .7,.9	"	"	ad hoc	"	"	"	"	no (2
	C	"	"	"	—	"	"	.3,.8,.9	"	"	"	"		"	"	"
McMaster	A	yes	1970	yes	—	President	v.p. & Dean	.1	.1	.1(-),.2	6	12 or 6	50 or 100%	no	ad hoc	yes
	B	"	"	"	—	"	"	.1, .5	.1	.1(-),.2	ad hoc	"	"	yes	"	"
	C	"	"	"	—	"	"	.1 to .4	2.4	—	"	ad hoc		—	"	"
Memorial	A	yes	1969	no	—	Board	Dept. Head, Dean, V.P., Pres.	.1	.1,2.4	.1(1)	6	12	75%	yes	4m.	no
	B	no	"	"	yes	"	"	.1,.3,.4,.5	2.4	n/a	1	—	—	—	n/a	"
	C	—	"	"	—	"	"	.1 to .9	"	0	1	—		yes	"	"
Moncton	A	oui	1970	non	—	Conseil des Gouv.	Canaux réguliers	.1 to .5	.1,2.2	.1(1)	6	12	75%	—	—	non
	B	"	—	"	—	"	"	"	"	"	6	"	"	—	—	"
	C	—	—	—	—	"	"	—	—	—	—	—		—	—	"
Montréal	A	oui	1972	oui	—	comité de régie	dir. de dép. & conseil de fac.	.1,.5	.1,2.3	non	6	12	100%	non	0	oui
	B	"	"	"	—	"	"	.3 à .7	2.3	.1(3),.2	0	12 à 36	60%	—	n/a	n/a
	C	"	1968	"	—	"	"	.6 à .10	2.4	non	"	24		—	"	"

(a) doit aussi payer la cotisation de l'employeur.

Mt. Allison	A	yes	1969	yes	—	Committee	Dept. Head	.1,.2	.1	.2	6	12	66%	yes	n/a	no
	B	no	—	—	—	—	—	—	—	—	—	—	—	—	"	—
	C	yes	1969	yes	—	Dean, Pres.	Dept. Head	.1 to .9	—	.2	—	36 max.		yes	"	no
Mt. St. Vincent	A	yes	1968	yes	—	Acad. Dean	Acad. Dean	.1	.1	—	6	12	50%	—	no pol	—
	B	no	—	"	—	—	—	—	—	—	—	—	—	—	—	—
	C	yes	1968	"	—	pres.	Acad. Dean	.10	2.4	—	1	ad hoc		—	no pol	—

TABLE DES RÉPONSES

13	14	15	16.1	16.2	17.1	17.2	18	19	20	21	22.1	M	22.2	F	22.3	22.4	22.5	23	24
no	no	no	yes	—	.1 to .4	.1 to .4	—	neg.	—	yes		—		—	—			—	
"	"	"	"	—	"	"	—	"	—	"	M: —	—		—				—	"Limited number of study
"	"	—	"	—	"	"	—	"	—	"	F: —	—		—				—	leaves (leave with pay)."
yes	no	yes (c)	yes	usual	.1 to .4	.1 to .3	no	no	yes	yes		69		10	6%			.1	
—	—	—	no	n/a	—	—	"	"	"	"	M:1175	0		0	—			—	Leave with pay very rare.
	no		—	"	.1,.2,.4	—	"	"	"	"	F: 150	15		1	—			—	
no	no	yes	yes	—	.1 to .4	.1 to .4	no	no	yes	yes		—		—	—			—	"Leaves are negotiable."
"	"	"	"	—	"	"	"	"	"	"	M:65	2		1				—	
	"		"	—	"	"	"	"	"	"	F: 5	1		—				—	
no	no	possible	yes	1 y only	.1 to .3	.1 to .3	no	no	yes	yes		8		—	7.9%			—	
"	"	"	"	"	"	"	yes	"	"	"	M:89	3		1				—	
	"		"	"	"	"	?	"	"	"	F: 12	1		1				—	
no	no	no	yes	usual	.1 to .5	.1 to .5	no	no	yes	yes		—		—	8.1%			—	"The % of leaves not
no	no	no	yes	"	"	.1 to .5	no	no	yes	yes	M: 1403	117		17	—			—	granted is extremely
	no		"	—	"	"	"	"	"	"	F: 250	—		—				—	small."
yes	no	yes	yes	—	.1 to .4	.1 to .3	no	ad hoc	yes	we try		13		3	—			—	
"	"	"	"	ad hoc	"	"	"	"	"	"	M: —	0		1				—	
	"		"	"	"	—	"	"	"	"	F: —	3		3				—	
—	yes	yes	yes	usual	.1 to .5	.1 to .3,.5	no	no pol.	yes	no		50		7	7.2%			n/a	Applications are rated but
—	—	pos.	"	—	"	"	"	"	"	"	M: 704	2		2				"	the best one may still be
	no		no	—	.1,.2,.4,.5	—	"	"	"	yes	F: 92	10		4				"	delayed (1 or 2 y), because of teaching requirements.
no	no	no	yes	(b)	.1,.2	.1,.2	yes	no	yes	yes		2		—	2.4%			—	
"	"	"	"	"	"	"	"	"	"	"	M:80	1		—				—	
	"		"	"	.2	.2	"	"	"	"	F: 3	1		—				—	
—	no	no	yes	—	.1 to .4	.1 to .4	no	—	yes	—		63		6	11.7%	126	n/a	—	A leave to which a faculty
—	—	—	—	—	—	—	—	—	—	—	M:520	—		—				—	member is normally entitled
	no		yes	neg.	neg.	—	—	—	yes	—	F: 67	17		4				—	may have to be postponed for at most one year.
no	no	no	yes	usual	.1 to .4	.1,.3	no	no	yes	yes		24		3	3.6%				"Those "entitled" to sabbat-
"	"	—	"	"	"	neg.	yes	"	"	"	M: 652	0		0				—	ical do not always elect
	"		"	"	"	"	"	"	"	"	F: 87	17		3				—	to exercise the privilege."
no	no	yes	yes	usual	.1 to .4	.1 to .4	?	no	yes	no		21		2	3%	—	23	—	
"	"	"	"	"	"	"	"	"	—	"	M:666	—		—				—	
	"		"	(b)	"	"	"	"	yes	"	F: 87	9		—				—	
ons as well.																			
no	no	no	yes	usual (b)	.1 to .4	.1 to .4	no	no	yes	yes		12		0	5.4%	—	13	—	The number of leaves granted
"	"	"	"	"	"	"	"	"	"	"	M: 194	2		1				—	each year is limited to 10%
	"		no	n/a	"	no	"	"	"	"	F: 27	4		2				—	of the faculty.
no	yes (b)	no	yes	usual	.1 to .4	.1 to .4	yes (c)	no	yes	yes		18		2	9%			—	Each Dept. prepares a five-
"	"	"	"	"	"	"		"	"	"	M: 194	6		0					year plan of sabb. leaves.
	no		no	n/a	"	no		"	"	"	F: 29	1		0				—	when the univ. postpones the
while on leave.																			leave requested according to the schedule, the member then has top priority in the following year.
non	oui	oui	oui	habituelle	.1 à .5	.1 à .5	non	non	non	non		37		2	3.4%			—	
"	"	"	"	"	"	"	oui	"	"	"	M: 1050	26		5				—	
	"		"	(b)	—	—	"	"	"	oui	F: 100	20		2				—	
no	no	no	yes	on basis of full salary	.1,.2,.3	.1..2..3	no	no	yes	no		12		2	9.9%			—	"Ordinarily ten percent of the faculty may be on sabbatical leave at any given time."
"	"	—	no pol		—	—	yes	"	no	yes	M: 132	—		—				—	
	"		no		—	—	"	"	yes	"	F: 9	—		—				—	
no	no	no (a)	yes	—	.1 to .4	.1 to .4	no	yes	yes	yes		15		1	6.5%	44	21	—	"Granted only if satisfac-
"	"	"	"	—	"	"	"	—	"	"	M:211	—		—	—			—	tory arrangements for the
	"		"	—	"	no	"	—	"	"	F: 33	—		—	—			—	Dept. programme can be made."
no	no	yes	yes	usual	.1 to .4	.1 to .4	yes	no	yes	yes		75		5	6.8%			none	
"	"	—	—	—	—	—	"	"	—	"	M: 1020	1		—				"	
	"		—	—	—	—	"	"	—	"	F: 160	25		6				"	
—	poss.	yes	yes	usual	.1 to .4	.1 to .4	no	yes	yes	yes		59		12	3.6%	—	71	—	"Not a single request for
) —	"		"	"	"	"	"	"	"	"	M: 1628	0		0				—	sabbatical was refused this
	"		"	"	"	neg.	"	"	"	no	F: 319	—		—				—	year."
no	no	no	yes	usual	.1 to .3	.1 to .3	no	no	yes	yes		50		2	6.9%	150	52	.1	Rapid growth in the late
"	"	"	"	"	"	"	no	no	yes	yes	M: 674	2		0				"	60's and turnover in
	"		"	"	"	"	"	"	"	"	F: 82	6		2				"	faculty.
no	no	yes	yes	—	.1 to .3	.1 to .3	no	no	yes	yes		12		6	2.5%			—	
yes	poss	yes	"	—	"	"	"	"	"	"	M: 590	6		0				—	
	"		"	—	"	"	yes	"	"	"	F: 120	9		4				—	
non	non	oui	oui	—	.1 à .4	.1 à .4	non	non	oui	—		10		1	4.8%	55	12	—	
"	"	"	"	—	"	"	"	"	"	—	M: 177	12		—				—	
	"		"	—	"	"	"	"	"	—	F: 52	3		0				—	
non	oui	oui	oui	habituelle	.1 à .4	.1 à .3	non	non	oui	oui		20		1	1.6%	490	23	.1,.3	Deux ou trois cas seulement
"	"	"	"	"	"	"	"	"	"	"	M: 1049	26		16				—	de congés sabbatiques re-
	non		"	(a)	.1,.4	non	—	"	"	"	F: 247	33		4				—	fusés, car non justifiés par la valeur du projet de recherche par exemple
yes	—	yes	yes	usual	.1 to .4	.1	no	no	yes	yes		6		—	5.2%	30	16	.1	Reasons for not granting to all:
—	—	"	—	—	—	—	—	—	—	—	M: 105	—		—	—			—	mainly because research
	—		yes	no univ. contr.	—	—	no	no	yes	yes	F: 10	5		—	—			—	proposal was judged inacceptable.
no pol	no	no	yes	—	.1 to .4	.1,.3	no	no	yes	yes		—		2	2.1%	7	2	.1	
—	—	"	—	—	"	"	—	—	—	—	M: 41	—		—				—	
no pol	no		yes	—	no	no	yes	no	yes	yes	F: 53	—		—				—	

		1	.21	2.2	4	4.1	4.2	5	6	7	8.1	8.2	8.3	9	10	11	12
U.N.B.	A	yes	1953+	no	—	Board	Deans	.1 to .5	2.4	.2	6	12 or 6	75 or 100%	no	no pol	no	no
	B	"	"	"	—	"	"	"	"	"	—	12 max.	(a)	yes	—	"	
	C	"	?	"	—	"	"	.6 to .9	"	—	—	60 max.		"	—	"	

(a) 12½% multiplied by number of years of service.

Notre Dame	Currently no firm sabbatical leave policy. A committee of the University and Faculty union has been provided for in the present agreement to prepare a report for the current round of negotiations.

N.S. Tech. College	A	yes	1968	yes	—	Board	President	—	2.4	—	7	12.	100%	—	—	—	—
	B	"	"	"	—	"	"	—	"	—	—	1/y of service	"	—	—	—	
	C	"	"	"	—	"	"	.1, .8, .9	"	—	—	ad hoc		—	—	—	
Ottawa	A	yes	1973	no	—	Adm. Ctte.	Dean	.1,.2,.5 to .7	.1,.2.4	.1(1),.2	6	12 or 6	75 or 100%	yes (a)	3m.	no	no
	B	"	—	yes	—	"	"	.3 to .5,.9	2.4	flexibility	2	12	$3000.	no	—	"	
	C	"	—	"	—	"	"	.3 to .9	"	"	—	—		"	—	"	

(a) 75% plus 5% of salary for each year added to the basic 6 year period, up to 90%.

O.I.S.E.	A	no	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	B	yes	1973	no	—	Board	Director	.1,.5	2.3	.1(-),.2	9 or 4½	2 or 1 acad. terms	100%	no	0	no	
	C	"	1972	"	—	"	"	.1 to .9	2.4	.1(-)	—	—		"	"	"	
P.E.I.	A	yes	1971	no	—	Dean & Pres.	Chairman	.1,.2,.5	.1	no	6	12	65%	yes	—	yes	no
	B	no	"	"	—	"	"	"	2.4	"	—	—	—	"	—	"	
	C	no	"	"	—	"	"	.1 to .9	"	"	—	—		"	—	"	
Queen's	A	yes (a)	1973	—	—	Principal	Dept. Head & Dean	—	—	.1(1)	6	12	75%	yes	—	neg.	—
	B	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	C	—	—	—	—	—	—	—	—	—	—	—		—	—	—	

(a) besides sabbatical leave, Queen's has negotiated leaves.

St. Francis X. (Antig.)	A	yes	1970	no	—	V.P. & Dean	Chairman	.1,.2,.5 to .9	2.3	no	10 or 7	12	67 or 50%	yes	6m.	no	no
	B	no	—	"	yes	—	—	—	—	"	—	—	—	—	—	—	
	C	yes	1970	"	—	V.P. & Dean	Chairman	.3,.4,.8,.10	2.4	"	ad hoc	ad hoc		—	open	no	
St. Mary's	A	yes	—	—	—	President	Dept. Chair, Dean, V.P.	.1,.2	2.4	—	6	12	50%	no	—	no	no
	B	no	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	C	yes	—	—	—	President	Dept. Chair, Dean, V.P.	.1 to .10	2.4	—	—	—		no	—	no	
U. of Sask.	A	yes	1973	no	—	Board	Deans & Directors & Principal	.1,.8,.9	.1,2.4	.1(6)	6	12	80%	yes	ad hoc	no	no
	B	no	—	"	yes	"	Principal	—	.1	—	—	—	—	"	—	"	
	C	yes	1973	"	—	"	Deans & Directors & Principal	.1 to .9	.1,2.4	.1(1)	3	12		"	neg.	"	
Simon Fraser	A	yes	1971	yes	—	Pres. & Board	Advisory Cte.	—	2.4	.1(2sem),.2	4 —	12 or 8 (b)	60 or 70%	—	—	yes (a)	—
	B	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	C	—	—	—	—	—	—	—	—	—	—	—		—	—	—	

(a) maximum of 1⅓ out of the 4 years elsewhere.
(b) possibility of adding a research semester at full salary.

S.G.W.U.	A	yes	?	no	—	Board	Dean & Dept. Chair. & V. Rector	.1 to .9	2.3	.2	6	12	100%	yes	?	no	no
	B	"	"	"	—	"	"	"	—	"	3	"	50%	"	"	"	
	C	"	"	"	—	"	"	"	—	—	—	—		"	"	"	

(a) specific approval of the Board.

St. Thomas	A	yes	1973	no	—	Board	President	scholarly w.	2.4	no cond.	6	12	up to 75%	—	—	—	—
	B	no	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	C	" (a)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	

(a) for B and C there may be a practice followed, but no stated policy.

Toronto	A	no (a)	—	no	—	—	—	—	—	—	—	—	—	—	—	—	no
	B	yes	1974	"	—	Dean or V.P. or Princ.	Dept-Chair. or Dir. or Dean	.1 to .5	2.4	.1(1)	5 or 6	6 or 12	50% or more	no	1 Y.	yes	
	C	"	"	"	—	"	"	.1 to .9	"	"	2 or 3	6—24		"	2 y.	"	

(a) "We do not favour use of the term 'sabbatical'."
(b) members pay premiums of self and employer.

Trent	A	yes	1969	no	—	Board	Senate Ctte. & Pres.	.10	2.4	—	7	12	100%	yes	0	yes (a)	no
	B	"	"	"	—	"	"	.1 to .5	"	—	—	less than 12	"	"	0	"	
	C	"	"	"	—	"	"	.10	"	—	—	12		"	0	no	

(a) at least 3 years at Trent.

Victoria	A	yes	1972	no	—	Board	Dept. Chair. & Dean & Pres.	scholarly w.	.1	.1(-),.2	6	12	66⅔%	yes	—	no	—
	B	no	—	"	—	"	"	—	—	—	—	—	—	"	—	—	
	C	" (a)	—	"	—	"	"	—	—	—	—	—		"	—	—	

(a) each application for leave is considered on its own merits.

Waterloo	A	yes	1968	yes	—	Board	Channels to Pres.	.1	2.4	—	6	6 or 12	100 or 66⅔%	yes	0	neg.	no
	B	"	"	"	—	"	"	negot.	"	—	ad hoc	—	—	"	ad hoc	no	
	C	"	"	"	—	President	"	.10	"	—	"	—		"	"	"	

(a) not possible but compulsory.

Wilf. Laurier	A	yes	1969	yes	—	Ctte. of Deans	Dept. Chair.	.1,.2	2.3	.1(-)	6	12	50%	yes	—	no	no
	B	no	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	C	" (a)	—	—	—	—	—	—	—	—	—	—		—	—	—	

(a) B and C granted by Board on individual cases.

Western Ontario	A	yes	1970	no	—	Board	Dept. Chair & Dean	.1,.5	—	no cond.	6	12 or 6	75 or 100%	no	6m.	yes (a)	—
	B	"	"	"	—	"	"	.1,.3 to .5,.8	—	"	neg.	neg.	neg.	—	—	—	
	C	"	"	"	—	"	"	.1,.3 to .9	—	"	"	"		—	—	—	

(a) two years elsewhere is equivalent to one year at Western.

Windsor	A	yes	1972	yes	—	President	Dept. Head	.1,.2,.5 to .9	2.4	.1(1)	6	12	60%	yes (a)	0	yes	no
	B	no	—	no	no	—	—	—	—	—	—	—	—	—	—	—	
	C	yes	—	"	—	—	—	.1 to .9	2.4	—	—	—		—	—	—	

(a) up to: after 10 years, 100% of salary.

Winnipeg	A	yes	1973	no	—	Board	Dean, Pres.	.1	2.4	.1(1)	6	12	80%	no	—	no	—
	B	no	—	"	yes	—	—	—	—	—	—	—	—	—	—	—	
	C	"	—	"	"	—	—	.2,.3,.8	2.4	—	—	—		—	—	—	
York	A	yes	1971	no	—	Board	Dean & Pres.	—	2.4	.1(6)	6	12	75%	no	no pol.	yes	no
	B	"	1964	"	—	"	"	—	"	—	—	—	—	"	"	—	
	C	"	"	"	—	"	"	—	"	—	—	—		"	"	—	

13	14	15	16.1	16.2	17.1	17.2	18	19	20	21	22.1	M	22.2	F	22.3	22.4	22.5	23	24
no	no	yes	yes	—	.1 to .3	.1 to .3	no	yes	yes	yes		35		2	8.5%	84	54	—	"The grant is subject to
"	"	"	"	—	"	"	"	"	"	"	M: 381	3		3				—	satisfactory arrangement being
	—		"	—	.1,.2	no	yes	"	"	"	F: 51	8		1				—	made to carry on the work."
yes	no	yes	yes	usual	.1 to .4	.1 to .4	no	—	yes	yes		2		—	2.8%			—	
"	"	"	"	"	"	"	"	—	"	"	M: 71	2		—				—	
	"		"	"	.1,.2,.4	.1,.2,.4	"	—	"	"	F: 1	4		—				—	
yes	no	yes	yes	based on full salary	.1 to .4	.1 to .4	no	no	yes	yes		39		6	5.1%			—	
"	"	"	—	—	"	no	"	"	"	"	M:751								
	"		—	—	"	"	yes	"	"	"	F:130	28		5				—	
—	—	—	—	—	—	—	—	—	—	—		—		—	—				
no	yes	yes	yes	usual	.1 to .4	.1 to .4	no	no	yes	no	M: 130	13		2				—	
	no		no	—	"	no	"	"	"	"	F: 11	2		0				—	
yes	no	yes	yes	on full salary	.1 to .5	.1 to .5	no	no	yes	ad hoc		6		1	6.3%	36	5	.1	"Leave is not a right. We
"		"	"	on leave salary	"	"	ad hoc	"	"	"	M: 98	1		—				"	have not refused a sabbatical
	"		no	—	"	"	yes	"	"	"	F: 12	5		—				—	to someone who was eligible under our policies since univ. began in 1969."
yes	yes	yes	yes	—	.1 to .4	.1 to .4	no	—	yes	no		—		—	—			—	A new policy: placing the resources
—	—	—	—	—	—	—	—	—	—	—	M: —	—		—	—			—	in the hand of the various faculties
	—		—	—	—	—	—	—	—	—	F: —	—		—	—			—	to permit acad. leave to be taken on a regular basis.
no	yes	no	yes	usual	.1 to .5	.1 to .5	no	no	yes	ad hoc		—	2	—	—	18	7	.1,.2	
yes	—	—	—	—	—	—	—	—	—	"	M: —	—		—	—			—	
	yes		yes	usual	—	—	yes	no	yes	"	F: —	—		—	—			—	
no	no	no	yes	usual	.1 to .4	.1 to .4.	yes	no	yes	yes		4		—	2.6%			—	
—	—	—	—	—	—	—	—	—	—	—	M: 132	—		—					
	no		no	—	.1 to .4	—	yes	no	yes	yes	F: 19	4		3				—	
no	no	no	yes	—	.1,.3	.1,.3	yes	no	yes	yes		21		1	7.6%	82	32	.2	"The Board grants annually
"	"	"	"	—	"	"	"	"	"	"	M: 253	1		0				"	a limited number of
	"		"	—	"	"	"	"	"	"	F: 37	12		3				"	sabbatical leaves:"
—	no	no	yes	—	.1 to .3	.1 to .3	no	—	—	yes			37		10.9%			—	
—	—	—	—	—	—	—	—	—	—	—	M: 340		—					—	
	—		—	—	—	—	—	—	—	—	F:		—					—	
no	no	yes	yes	usual	.1 to .4	.1 to .4	no	?	yes	yes			23		—		28	—	"No limit, the matter being
"	"	"	"	"	"	"	"	"	"	"	M: —		4					—	governed by the possibility of
	"		"	(a)	"	"					F: —		10					—	replacing the services of those granted leave."
—	—	—	yes	usual	.1 to .4	.1 to .4	—	—	—	—		—		—	—			—	"No more than one member at
—	—	—	—	—	—	—	—	—	—	—	M: —	—		—				—	a time from one dept. will
	—		—	—	—	—	—	—	—	—	F: —	—		—				—	be granted leave in any one year."
—	—	—	—	—	—	—	—	—	—	—		—	203	—	7.8			—	
es	no	yes	yes	usual	.1 to .4	.1 to .4	no	no	yes	ad hoc	M: 2100	—		—				—	
"		"	"	(b)	"	—	"	"	"	"	F: 500	—		—				—	
es	no	yes	yes	usual	.1 to .5	.1 to .5	tenure yes	no	yes	yes		16		1½	13%	25	20	.1	
"	"	"	"	"	"	"	prom. no	"	"	"	M: 124	—		—				"	
	"		"	ad hoc	"	ad hoc	yes	"	"	"	F: 16	2½		—				"	
—	no	yes	yes	usual	.1 to .4	.1 to .4	—	no	—	yes		—		—	—			—	"We decided to use the term
—	"	"	"	"	"	"	—	"	—	"	M: —	—		—				—	'study leave' rather than
	"		"	"	"	"	—	"	—	"	F: —	—		—				—	sabbatical leave since this
																		—	type of leave requires an approved scholarly project."
es	no	no	yes	usual	.1 to .4 (a)	.1 to .4	no	no	yes	yes		71		3	10.4%	142	—	—	Those refused: "juged ineligible
"	"	"	"	"	"	"	"	"	"	"	M: 676	—		—					because of their scholarly
	"		"	"	"	"	yes	"	"	"	F: 42	2		0				—	record or the merits of
																		—	their research project".
es	no	no	yes	—	.1 to .3	.1 to .3	no	no	yes	yes		2		—	1.4%			—	Fac. Assoc's. comment:
—	—	—	—	—	—	—	—	—	—	—	M: 124	—		—				—	"to this time, the sabbatical
	—		—	—	—	—	—	—	—	—	F: 17	—		—				—	policy has been very restrictive and not many of the fac. have applied".
es	no	yes	yes	usual	.1 to .4	.1 to .4	no	no	yes	yes		46		5	4.8%	—	58	—	
	neg.		"	"	"	"	"	"	"	"	M: 1059	12		5				—	
	no		neg.	neg.	neg.	—	"	"	"	"	F:	9		0				—	
o	no	yes	yes	usual	.1 to .4	.1 to .4	no	no	yes	yes		26		3	5.7%			—	
—	—	—	—	—	—	—	—	—	—	—	M: 445	—		—				—	
	—		—	—	—	—	—	—	—	—	F: 59	—		—				—	
o	poss	yes	yes	—	.1 to .3	.1 to .3	no	no	yes	yes			10		4.8%	32	10	—	
—	—	—	—	—	—	—	—	—	—	—	M: 160	—		—				—	
	—		—	—	—	—	—	—	—	yes	F: 25		5					—	
o	no	no	yes	—	.1 to .3	.1 to .3	yes	ad hoc	yes	yes		81		11	8.6%			—	"The University seeks to
"	"	"	"	—	"	no	"	"	"	"	M: 1065	—		—				—	ensure the equitable dis-
	"		"	—	"		"	"	"	"	F:	39		3	—				tribution of such leaves among all members of fac."

REPRESSION *Cont'd from p. 9*

dividuals to declare what kind of beliefs they have; it was unacceptable because the vast majority of Belgrade University professors are not Marxists and are apolitical; it was discriminatory because it allows, by its vagueness, any conceivable kind of interpretation; and it was discriminatory also because these Criteria were being imposed on the University of Belgrade only, and not on any other Yugoslav university.

In May, 1973, the Belgrade University committee of the League of Communists sent an open letter to the party organization of the Faculty of Philosophy, demanding the ouster of eight professors: Mihailo Marković, Ljubomir Tadić, Svetozar Stojanović, Zaga Pesić, Miladin Životić, Dragollub Mićcunović, Nebojsa Popov, Triva Indijić. After a series of meetings, attended by a large number of higher-ranking party officials who exerted great pressure on students and professors to conform to the demand, the party organization of the Faculty of Philosophy nevertheless rejected the ouster demand. A few of the most active opponents were expelled from the party, but when the party organization of the faculty met again in November, it decided, again unanimously, that the eight professors should stay at the faculty. There was a complete conviction that a university professor cannot be fired for expressing critical views in his writings, especially taking into account that the party itself now was repeating many of the criticisms that were expressed by those same scholars several years ago.

In November, 1973, a university committee of the student organization made an attempt to force students of the Faculty of Philosophy into action against their professors, threatening them with possible violence if the faculty continued to resist. But the philosophy students refused to undertake anything of the sort and, on the contrary, to

many western philosophical associations, departments of philosophy, academics, international institutions devoted to human rights and civil liberties passed resolutions of concern and sent them to Yugoslavia

everyone's surprise, organized a street demonstration (although strictly forbidden in recent years, and in the past forcefully dispersed by the police). This time, students protested against repression in Greece and against the massacre in the University of Athens. There was no violence.

The crucial issue during the last six months has been the composition of the faculty councils. Self-management in the university meant that even in the institutions of special social importance, such as educational ones, only a small number of outside members were nominated by political authorities. Now the executive council (the government) of the Serbian Republic demanded that half the members of the faculty councils must be nominated from outside the university. Taking into account that students and administration must also be represented in the councils, this would give only one sixth of the votes to both professors and assistants and would clearly replace self-management by compulsory management.

By October, after initial resistance, the Rector of the university and all faculties except the Faculty of Philosophy succumbed to the pressure. They were told that this new structure had been prescribed by the university law and therefore could not be a matter of debate. As a matter of fact the law only prescribed that the composition of the faculty councils had to be determined through a "self-managing agreement" between the faculty and its founder (the Republic's executive council). The Faculty of Philosophy refused to sign the agreement because it was unconstitutional and incompatible with the principle of self-management, and because the very concept of agreement involves negotiation. The faculty asked the Constitutional Court to decide about the legitimacy of the imposed "agreement." At the same time, the faculty also drew up a counterproposal. But there was no negotiation and communication was broken.

An extremely abusive campaign was launched against the Faculty of Philosophy through the party newspaper *Komunist*, as well as through the press, radio, and TV. The faculty was accused of opposing the introduction of "self-management" at the university, of opposing the policy of the League of Communists, of keeping a monopoly on education, and of opposing any influence from "society," of asking help from foreign scholars, etc. At the same time the faculty was threatened with expulsion from the University of Belgrade, with refusal to finance its further activity or to employ its graduated students, and with eventual closing down.

Under growing pressure of this kind, the Faculty Council decided on December 14, 1973, to authorize its Dean to sign the "self-managing agreement."

C. The Present Situation

The Faculty Council will now have half of its members nominated by political authorities. They will certainly be carefully selected from among leading political officials and disciplined members of the League of Communists. They will surely pose the question of removing the eight professors from the Department of Philosophy and Sociology as they do not meet the recently accepted political criteria. The political leadership will obviously press to clear the situation up before the Congress of the League of Communists of Yugoslavia in the spring.

It may still not be an easy task. According to law, assistants are re-elected every three years, associate professors and assistant professors every five years — which means that legally one would have to wait for the expiration of that period for each candidate. Full professors do not undergo the process of re-election at all (i.e., they have tenure), which means that two among the eight (Marković and Tadić) cannot at this time legally be removed at all.

Another important circumstance is also that the party organization of the Faculty of Philosophy — whose opinion counts when it comes to political evaluation — has never agreed to condemn, or endorse the elimination of, any one from the group.

A relevant fact is that the threatened scholars enjoy a considerable reputation in the university and among other intellectuals. The action against them is not popular and, despite great efforts, the apparatus of the League of Communists was not able to find any well-known Yugoslav philosopher, sociologist, or political scientist to attack them.

The crucial questions are now (1) whether the outside members of the council will be disciplined enough by the government to perform according to their orders when they face their victims in the council; and (2) whether some of the inner members of the council, professors from various other departments of the Faculty of Philosophy, will yield to pressure and eventually vote for the firing of their colleagues.

the incident is... one of the last battles for survival of free, critical, progressive thought in the present-day socialist world.

Neither development is inevitable, but both are possible. Without strong political pressure many outside members would — as in the past — not even attend the meetings, or would be passive or vote with the rest. Thus everything will now depend on how brutal the effort will be and how far the political authorities will go in pressing the members of the council. Meanwhile, during the past six months several of the eight philosophers under attack have again been deprived of their passports.

D. Call for Action

The degree of pressure will depend on whether the whole thing will pass in silence as a little episode in one of the world's many universities, or whether it will be understood for what it is : one of the last battles for survival of free, critical, progressive thought in the present-day socialist world, in a country which is still open to democratic development and where until recently it seemed to have every chance to flourish.

That is where the reaction of the international intellectual community may again play a decisive role. The whole political and economic position of Yugoslavia makes it sensitive to world public opinion. By showing an interest in what is going on now in Yugoslav cultural life, by spreading the information, by raising the issue in international organizations, by expressing concern and protest in the press or in letters to Tito (which, after the recent escalation, should have more resolute and sharp form than previous ones), scholars and intellectuals everywhere could help to relax the present grip of the Yugoslav leadership and induce it to live up somewhat better to its own ideology of self-management and socialist democracy.

All the repressive measures so far have not sufficed fully to isolate and suffocate Yugoslav philosophy. But this might well happen if the scholarly world will tolerate the further escalation of brutality and fear in a country that until not long ago has been an island of hope for many.

Canadian Association of University Teachers
Association canadienne des professeurs d'université

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What is a union?

Marie-Claire Pommez

Under Canadian labour relations legislation, a union is an organization of employees who share common interests, and is formed to protect those employees, to represent them in dealings with the employer, and to negotiate a collective agreement. The legislation excludes certain categories of employee from the group which the union purports to represent and which is covered by the collective agreement. The persons in those categories may be excluded because they have sufficient authority over other members of the group to make them in effect representatives of the employer. They may also be excluded if they are members of a profession to which the legislature has indicated that it does not want to extend the benefits of labour relation legislation. Members of those professions are sometimes given collective bargaining rights by other statutes.

On the general question, "What is a union?", I will try to reply to the problems that are raised most often.

Does an association have to be certified in order to be a trade union?

An association must be a "trade union" in order to acquire certification or voluntary recognition and in order to make a collective agreement under labour relations legislation. On the other hand, however, an association need not have been certified by the labour relations board or recognized by the employer in order to be or to become a trade union, and a trade union can remain in existence without certification or voluntary recognition. This happens, for example, when a union does not have enough members to seek bargaining rights under labour relations legislation, or when its members cannot agree that an approach should be made to the labour relations board in order to acquire such bargaining rights. *The existence of a trade union is a statutory prerequisite to certification or to voluntary recognition, but,* the reverse is *not* the case—although it is often thought (or feared) to be!

In Saskatchewan, the Trade Union Act appears, in certain circumstances, to confer bargaining rights even if there has been no attempt to obtain certification and no voluntary recognition. In other provinces where voluntary recognition is allowed, it may well be that the same result could be achieved as long as there is a trade union which is engaged in bargaining with the employer. It can be argued that, in some provinces, certification or voluntary recognition is not necessary for the creation of statutory bargaining rights, and that such rights arise from the mere fact that an association which falls within the statutory definition of "trade union" is engaging in negotiations with the employer on behalf of his employees. In Manitoba, for example, a collective agreement negotiated with the employer and registered with the Labour Relations Board may have the same effect as an agreement made by a certified or formally recognized union. A similar situation existed in Quebec until amendments were made to the legislation in 1968.

There are arguments against allowing bargaining rights to be acquired in such a manner. They relate to the danger of encouraging the formation of "company unions" which tend to be a bit too sympathetic to the employer, and of thereby blocking the formation of unions that are more vigorous and more truly representative. Once a union has bargaining rights, a rival union faces considerable political and legal difficulty in dislodging it. It is legally impossible for the rival union to negotiate a collective agreement if one is already in force.

Therefore, it may be tempting to an employer, if faced with the threat of unionization by a genuine trade union, to try to block that union by negotiating a collective agreement with an association of more yelding disposition. Nevertheless, such a procedure is not always to be frowned upon, as it can work to the advantage of an entirely legitimate union. But the difficulties that it may create must be clearly recognized, not the least of them being the danger that it might give considerable political ammunition to the opponents of such a union. In any case where two associations are competing for the allegiance of a group of employees, the employer would be well advised not to give voluntary recognition to either association, but to wait until one of them has been certified. Similarly, neither association should try to negotiate an agreement or obtain voluntary recognition from the employer under such circumstances. If the employer does deal with one of the unions in such a situation, he runs the risk of committing an unfair labour practice, and the union runs the risk of being held to be an employer-dominated organization.

Can a university professor belong to a union?

The answer is yes. The further question, "Can he belong to a union recognized under labour relations legislation (whether certified or recognized voluntarily)?" has to be answered more carefully. In those provinces where certification applications by faculty associations have already been decided, the problem can be said to be solved. These provinces are Nova Scotia, New Brunswick, Quebec, Manitoba, and British Columbia. Undoubtedly, Saskatchewan can be included in this group. As for the remaining provinces, no firm conclusions can be offered until some cases have been decided, but that is no reason to suppose that they will not follow the trend that has quite clearly become established. The questions that should be asked are the following:

Is a university professor an employee for the purposes of labour relations legislation?

In general, labour relations legislation excludes employees who represent the employer in his relationship with the employees who are unionizing. Also excluded are employees who are employed in a confidential capacity, and employees who belong to certain professions. Without going into details, we will deal with certain matters which are sometimes considered (usually by virtue of over-generalization) to be obstacles to the coverage of university professors by labour relations legislation.

(i) **"All university professors are employers and employees at the same time".** This perception of the professor's situation is in my opinion rather optimistic, if not fictitious. In comparison with employees in other sectors, it is undoubtedly true that the professor has more freedom of decision, that he is subjected to less strict supervision, and that he might participate more in the decision-making process. Nevertheless, in his relationship with his colleagues, none of this puts him in the position of an employer dealing with employees. In general, he has no authority over his colleagues, nor does he have any supervisory functions with respect to them and their work. He is not charged with ensuring that they carry out his decisions or the decisions of the University's Board of Governors. Nor can he generally decide, on his own, questions relating to salaries, dismissals, suspensions or layoffs of his colleagues. The fact that he is consulted on such matters, or that he has some voice in their determination, is not really relevant.

(ii) **Who is the employer?** To answer this question with respect to a university, it is necessary to look at the charter which incorporates it and makes it a legal entity capable of doing the things that a corporation can do. The Board of Governors is made capable of disposing of property, borrowing, making decisions which affect the administration of the entreprise, hiring and dismissing employees, and deciding their salaries. Indeed, for some faculty members, the government is the real employer because it is the major source of financing. This fact, however, does not affect the legal status of the Board of Governors. Under statute and in reality, the locus of authority and of financial management is in the Board of Governors, which also has all other attributes of an employer such as administrative authority. In addition, it can be argued that the courts have recognized universities as being sufficiently autonomous vis-à-vis the government to justify their being considered as employers. It is difficult to imagine how even a legislative enactment could effectively make some other body into the employer of university staff, and how local conditions and other matters now within the authority of Boards of Governors could be negotiated with the government. At present the employer-employee relationship exists only between professors and Boards of Governors at the local level, and no matter what sort of legislation groups of professors might be unionized under, any organization which negotiated on their behalf could effectively negotiate only with the Board of Governors.

(iii) **What is an employee?** Is a university professor an employee in every province? In the six provinces named above, the answer is clearly yes. One could compare the statutory definitions of "employee" in those provinces with the definitions in provinces where the question has not yet been settled. We will not reproduce all of these definitions here, but they can be obtained from the CAUT or simply from the relevant provincial statute. In Prince Edward Island, there have been recent amendments, but the definition of the term "employee" itself (though not the exclusions) has not changed and remains similar to that in Nova Scotia, Newfoundland and New Brunswick: "a person employed to do skilled or unskilled manual, clerical, technical or professional work".

In Alberta the definition (amended in June 1974) is analogous to the notion of *salariés* in Quebec: "a person employed by an employer to do work or provide services of any nature who is in receipt of or entitled to wages". In Alberta the employees of the Students' Union of the University of Alberta are represented by a certified union, whose application for certification was accepted by the Board of Industrial Relations in 1971. This decision rejected the argument of the Students' Union to the effect that it was not an employer. Another aspect of this decision is interesting. The employer also argued that a collective agreement was in force—the sort of agreement that non-certified associations now often have. The Canadian Labour Law-Reporter summarizes this decision as follows: "Held.—Certification was granted. The respondent was established by the legislation as a self-governing body. It was, therefore, not affected by the Crown Agencies Employee Relations Act. The memorandum of agreement with the intervener was not a collective agreement contemplated in section 55 (c) of the Alberta Labour Act. It did not constitute a bar to the application. Evidence introduced established that the respondent exercised complete control over its employees; it was therefore an employer within the meaning of the Act and an appropriate unit for certification".[1]

In Ontario, the Labour Relations Act sets out only a few exclusions, which will be dealt with below. The classic argument in Ontario is that because school teachers are excluded, university professors are also excluded. The absurdity of this argument, in Ontario and in the other provinces where school teachers are excluded from the coverage of labour relations legislation, is made clear by the statutory definitions of school teachers—for example, that in Ontario Teaching Profession Act. (R.S.O. 1970 c. 456 Section 1. (i).) Those definitions make it clear that university professors cannot be considered as school teachers for labour relations purposes.

In general, it would seem that one can assume, in the absence of decisions or statutory provisions to the contrary, that a university professor is an employee.

(iv) **"Professors are professionals, professionals are excluded, and therefore professors are excluded".** First, it should be asserted that all professions

[1] Canadian Union of Public Employees, Local 1368 v. The Students' Union, The University of Alberta [1971] CLLC, 728.

are not excluded—only a few. The profession of university professor is not excluded. Next, one can refer, depending on the province, to the definition given by the labour relations legislation or by the statutes which cover these professions—for example, the statutes, mentioned above, with respect to school teachers. Thirdly, these exclusions are usually conditional upon the performance of the sort of duties traditionally performed by members of the excluded professions—a condition which university professors usually do not meet. And finally, the labour relations board has full authority to decide the meaning of the exclusions, and will look closely at the merits of each case. All of this considerably reduces the scope of what is thought, usually wrongly, to be a very broad exclusion.

the courts have recognized universities as being sufficiently autonomous vis-à-vis the government to justify their being considered as employers

In Prince Edward Island, the Act excludes: "a member of the architectural, dental, engineering, legal or medical profession *entitled to practice in P.E.I. and employed in a professional capacity*, registered nurses, and instructional personnel and non-instructional personnel as defined in the School Act". In Ontario: "a member of the architectural, dental, land surveying, legal or medical profession entitled to practice in Ontario and employed in a professional capacity". In Alberta: none of the above professions are indicated. In Saskatchewan: same as in Alberta. In New Brunswick "members of the Medical or Dental or Dietetic or Architectural or Engineering or Legal professions" can form a bargaining unit, but the Labour Relations Board can include other persons if they want to be included. In Ontario, engineers can opt for inclusion in another bargaining unit. In Newfoundland the formulation is almost the same as in Prince Edward Island. In Nova Scotia, it is same as in Alberta and in Saskatchewan. In British Columbia: (a person) "who is qualified in a profession, trade, or calling and is licensed under the Architectural Profession Act, Chartered Accountants Act, Chiropractic Act, Dentistry Act, Engineering Profession Act, Insurance Act, Land Surveyors Act, Legal Professions Act, Medical Act, Naturopathic Physicians Act, Optometry Act, Podiatry Act, Real Estate Act, Securities Act, 1967, or Veterinary Medical Act, or is an enrolled student under any such Act, and is engaged and working in the practice of such profession, trade, or calling". As for the situation in British Columbia, a recent decision included the medical personnel of the Workmen's Compensation Board in the bargaining unit and rejected the application of the Health Science Association which wanted to represent them in a separate unit.[2]

Faculty members who belong to such professions have sometimes sought to be excluded from the general faculty bargaining unit, and have in some cases contemplated the formation of their own union. Opposition to a general faculty union within the professional faculties is commonly based on reasons that differ from those expressed in other faculties. The members of professional faculties sometimes consider themselves to be in a special category, with no need for a union to negotiate salaries. They do not feel threatened in terms of security of employment, partly because of the difficulty of access to their professions. Such a perception of their situation may in fact be wrong, since available data tend to show less discrepancy in salaries than is usually believed to exist.

However, the main factor militating for or against unionization in professional faculties is the degree of unionization of the general faculty and the strength or weakness of the overall trend toward collective bargaining. The number of professionals on a campus is usually not sufficient to prevent the formation of a union. They have not much choice left when they face an association seeking to become the sole bargaining agent for faculty, and they can no longer rely on individual action and individual bargaining to negotiate their salaries and working conditions. They must choose collective action. With regards to collective bargaining and unions those faculties fear that it would mean a levelling off and reduction of financial advantages—in comparison to what they believe they can obtain if they are excluded from the union or are given the opportunity to form their own union. In Quebec, unionization by faculty has been refused at the University of Sherbrooke, even though the faculty of engineering at that university had had its own union for some years. The decision at Sherbrooke was based on the argument that the fragmentation of the faculty into several unions would have disturbed the "industrial peace" sought by the legislation. The judgment in the Sherbrooke case[3] is considered authoritative in Quebec, and led to a similar decision by Inquiry Commissioner Devlin on a request for separate certification by the Faculty of Law of the University of Montreal. The Faculty of Law was considered not to constitute an appropriate bargaining unit in light of the general structure and administrative organization of the university.

The contrasting decision in the University of Manitoba case has created some consternation among persons working in the field. The Manitoba Relations Board opted to permit the fragmentation of the working unit by allowing some but not all professional faculty members to vote, as a group, for or against inclusion in the university-wide unit. This decision could have the surprising (and probably very unsatisfactory) result of putting some faculty members who belong to any one of a number of professions into a single "professional" unit existing alongside the university-wide unit in which the remainder of the members at the same professional group will be found. In preference to such an irrational action, one can expect that the arguments used in Quebec will be used elsewhere and will lead to a refusal to grant certification of individual faculties. In several provinces, however, the question may still be said to be an open one.

(v) **"Many faculty members have access to confidential information. Many faculty members are representatives of the employer".** Two arguments can be made here for the exclusion of certain persons by virtue of the "confidential capacity" and "managerial functions" provisions in the legislation. First it would be improper to include in the bargaining unit persons who might have power over their colleagues, who might therefore influence their decisions and influence the union either because of the relationship of authority that they have over other members of the unit or because of the type of information to which they have access. The legislation is concerned with the protection of the union against employer involvement and interference, in order to avoid setting up "one big family" where everybody would be on one side of the table. The mere statement of this legislative purpose, however, should make it clear that not every position of authority, nor every type of authority, nor the mere fact of access to certain documents will lead automatically to exclusion. The Labour relations board will look closely at each suggested exclusion in each case, and will base its decision on the facts before it. One can cite passages in a decision of the Canada Labour Relations Board which will give an idea of the way a board will proceed.[4] The employer had asked for a large number of exclusions (which, if granted, would have created more chiefs than indians) either because the individuals involved represented the employer or because they exercised "confidential" functions. In its decision, the Board said: "The Board has evolved a practice whereby when an application for certification is contested by an employer as to the appropriateness of the bargaining unit because in its view certain persons should be excluded for whatever reasons, the logic of the situation, in general, calls for the employer to adduce its evidence first, reserving the right of the applicant union to cross examine and/or rebut said evidence. As to the portion of the reply and contestation of the respondent where exclusions are sought because some of the persons involved would perform management functions, the Board made an exhaustive study of the lengthy and meticulous evidence produced in this file. The Board believes that a person working with or for managers or under someone in the management team does not necessarily make a manager of that person nor does it necessarily mean that that person performs management functions. [Here the Board was referring mainly to the secretaries of executives and to so-called "Confidential employees"]. "While some of the employees in the classification constituted the proposed bargaining unit may work in close relationship with persons performing the management functions, their own duties have no management functions content being basically office and clerical." The Board then examined at length the question of confidentiality and noted that it did not relate to the position of the employee but rather to the matter of loyalty to the employer. The Board noted "the access to this information must not be incidental or accidental...; disclosure of the information to which the persons have access must have an adverse effect on the interests of the employer... and: the interests of the employer concerned here however, must be interest in industrial relations". At St. Mary's, for example, it was established that department heads had only random and temporary access to confidential information. Chairmen were, therefore, included in the unit as they have been at every Canadian university to date.

once a union has bargaining rights, a rival union faces considerable political and legal difficulty in dislodging it

A second and equally important argument can be given in favour of the exclusion of certain persons. According to this argument, it is important, for the purposes of the administration of the collective agreement, to have "employer representatives" who will be in a position to advise the employer adequately on the actual working conditions which gave rise to a grievance. This means that the employer should be entitled to consider even persons low in the management hierarchy as his representatives, because the higher an employer representative is situated in the hierarchy, the less he is likely to know what happened in any particular case. Similarly, it can be awkward from the union point of view to have a union member giving evidence against a grievor to have a grievance against a member of the union. In general this sort of situation ought to be avoided.

From the employer's point of view, he is obviously happy if he can exclude as many people as possible from the bargaining unit, provided that these exclusions will weaken the union. It is therefore likely that the employer will make as many objections as possible. The likely reaction of the employer should therefore be taken into account in drawing up the boundaries of the proposed bargaining unit.

One thing is quite certain is that the scope at the various "exclusions" or "inclusions" will not necessarily be the same in every case. What has been done at other institutions can give only a very general idea, and is only one element among others that have to be taken into account. Such proposed bargaining units must be drawn up with the help of a specialist. It is not something which should be done only in light of the criteria of exclusions. At least as important is the overall strategy of unionization which the delineation of the bargaining unit will pay an important part. Of prime importance are political factors, sociological factors, factors of time saving, of effectiveness, and of economics.

Although the labour relations board will usually seek to base its decision on the developed legal criteria, it is important to realize that the application of those criteria is unlikely ever to be a straightforward, virtually automatic process. Judicial and administrative tribunals do not reach their decisions in a vacuum, but are often moved by factors of the sort mentioned immediately above. Indeed, the broad discretion explicitly given to such tribunals by statute in the matter of bargaining unit determination makes it essential that developed legal criteria be treated only as one among a considerable number of resources upon which the tribunal is entitled to draw.

The problem of bargaining units therefore cannot be thought of or presented solely in legal terms. To do so would be to succumb to "creeping legalism", and to miss the real importance in each case of the tribunal's understanding of the process of unionization.

September 1974.

[2] **Workmen's Compensation Board Employees' Union and Health Services Association (intervener)** [1974] CLLC, para. 16,413. (B.C. Labour Relations Board).

[3] **Syndicat des Professeurs de la Faculté d'administration de l'Université de Sherbrooke v. Université de Sherbrooke, M. Normand Cinq-Mars** (mis-en-cause), (Tribunal du Travail de la Province de Québec—district St-François, M-72-1224), April 12, 1973.

[4] **Canadian Association of Industrial, Mechanical and Allied Workers, Local no. 3, v. Transair Limited and International Association of Machinists and Aerospace Workers** [1974] CLLC. para. 16,381. (Can. Labour Relations Board)

LETTERS

LETTRES

National influence in universities to disappear?

Sir:

Being a few months from becoming a Canadian and surrendering U.S. citizenship, may I enter the debate over foreign influence in the universities of Canada? Let me make two points.

The first concerns the matter of Canadian viewpoint in the teaching and study of social sciences. It seems to me that we should give more attention to the fact that cultural perspective is an impediment to scholarship as well as a help. Probably far more often an impediment. Of course, beyond scholarship there are different concerns: a Canadian engineer may well build a better bridge for Canadians, knowing in his bones what Canadian culture requires of bridges. But clearly for scholarly activities—both research and teaching—a variety of cultural contexts and viewpoints helps in objective analysis of social events and relations. An anthropologist who has not learned to expect and provide for her or his unrecognized biases interprets and even observes at great risk of error.

This problem is certainly not limited to social sciences. The history of physics, chemistry and biology is unintelligible without recognition of cultural bias. Indeed the advantages of interdisciplinary research in these sciences are largely derived from operating without thorough preconditioning by a cultural (disciplinary) upbringing. The social sciences are at a greater disadvantage for the greater difficulties in specifying variables and testing hypotheses. Hence the representation of many cultures among a group of social scientists might be viewed as a special advantage. By an obvious parallel argument one may conclude that if the quality of teaching of a social science necessarily depends upon the cultural origin of the teacher, then that social science cannot be a scholarly discipline.

Before going on to the second point, let me say a word in anticipation of rebuttal. The above argument is not a result of naïvete. I do realize there is such a thing as the real world (in which I also teach) and I do deplore the lack (I take the word of others for it) of Canadian materials for study in the social sciences. But I hold that such materials might be produced and taught as well or better (more objectively) by good scholars from other cultures as by good scholars from Canada.

The second point concerns the evolution of universities. It seems that this issue of foreign influence would be unthinkable if universities were primarily institutions of genuine scholarship and higher education. It is the nonscholarly functions of universities—indoctrination, job training, buffering of unemployment—which bring the issue of Canadian identity into discussions of university faculties. But universities are managed largely by vocational managers, not scholars, and the workings of our now large institutions have merged with the political and industrial institutions of the world of material values. And here the problem of foreign influence is certainly relevant. But it is relevant because of an error, the assumption that universities along with grade schools are primarily for the purpose of fitting Canadians functionally—that is, with respect to participation in politics, production and consumption—into Canadian society. Perhaps it is a losing battle, but we academics should be striving to hold our universities to their primary tasks of scholarship and genuine education (as apposed to training). As a small step in such a struggle, we might reject the notion that nationality has anything to do with the primary functions of universities.

And finally another concession to reality. It is more than a remote possibility that a foreign professor—a department chairman, perhaps—may bring into his department a lot of his or her countrymen. If this is a fault it should be possible to prevent or correct it by means of university governance and procedures of recruitment. The performances of a chairman and a professor should always be subject to judgement by the academic staff and appropriate action on that judgement should be possible. So if a foreign scholar is influencing the acquisition of academic staff on non-academic grounds, it should be possible to stop her or him. Another means might be a universal and effective requirement of advertising openings and for open competition for positions. At present it is easy to get the impression that those Canadian universities that do advertise do it either as an act of desperation or as an empty gesture to legitimate a predestined choice. A genuine competition for a position on the merits of scholarship and teaching might do much toward effectively distributing talent in Canadian universities. And it might remove some of the threatening aspects of foreign influence.

James S. Beck
University of Calgary

Good news!

Sir:

Following up Margret Andersen's plea for "good news" at the end of her article on *The Status of Academic Women* in the June *Bulletin,* your readers might be interested in what has been happening at the University of Toronto as a direct result of the report of *The Employment of Women* at this university which our *Ad Hoc* Committee presented in April 1972 to the Ontario Commission on Post-Secondary Education. As Co-ordinator of that committee, I had interviewed not only university administrators but senior officials of the provincial Department of Labour (Employment Standards) and one of their representatives worked along with the University's *Committee on Employment Conditions of Full Time Women Faculty* whose final report has now been available for the past four months, and which recommends nearly $80,000 distributed in salary adjustments for 52 women. We still have a long way to go but a significant beginning has been made by this university.

Rebecca Colman
University of Toronto

UNIVERSITÉS FRAPPÉES DE CENSURE PAR L'ACPU

Le Conseil de l'Association canadienne des professeurs d'université à frappé de censure les administrations des universités suivantes:

Université Mount Allison (novembre 1970)*
Université Simon Fraser (mai 1971)*

* (A la troisième étape de la censure prononcée contre ces universités, l'ACPU avertit ses membres de ne pas accepter d'emplois auprès d'elles. Voir la page 71 du Guide de l'ACPU.)

Sont également frappées de censure les universités suivantes:

Université du Québec à Montréal (novembre 1970)
Université de Victoria (mai 1971)
Université d'Ottawa (mai 1972)

UNIVERSITIES UNDER C.A.U.T. CENSURE

The following university administrations have been censured by the Council of the Canadian Association of University teachers:

Mount Allison University (November 1970)
Simon Fraser University (May 1971)

(Under the third stage of censure imposed on these two universities, the C.A.U.T. warns its members not to accept employment with the censured university. Page 69, C.A.U.T. Handbook.) Also censured are:

University of Québec in Montréal (November 1970)
University of Victoria (May 1971)
University of Ottawa (May 1972)

BOOKS LIVRES

Early retirement: a new issue in higher education

EARLY RETIREMENT. A New Issue in Higher Education: The Financial Consequences of Early Retirement. An Essay Prepared for Teachers Insurance and Annuity Association by Hans H. Jenny. 1974. 52 pages. Bibliography.

This is a comprehensive and up-to-date analysis of early retirement, as it relates to university faculty, with an extensive bibliography (66 items).

Although early retirement on an *ad hoc* case by case basis has not been entirely unknown it is only very recently that there has been significant concern developing for the establishment of formal policies on early retirement that would apply to all faculty or even to everyone within the institution. (Some plans have provided for early retirement on actuarially-reduced pensions but the penalty in terms of reduction in pension has been so large that few people have chosen to exercise this option.)

Jenny attributes the growing interest in early retirement to two factors. First, until recently, the primary concern has been to try to get pensions at normal retirement age raised to reasonable levels. Second (and in Jenny's view the more important factor) has been the growing financial problems of the universities. He emphasizes that the major push for early retirement programmes has come from university administrators and that such plans have generally been advocated on the basis that they would save the institution considerable amounts of money. However he quite properly points out that significant savings will not be obtained unless those who are retired early are not replaced *and* the employee bears the full burden of the early retirement. (Not surprisingly the recent CUO/OCUFA study reached the same conclusion.) Jenny suggests that more important reasons for early retirement policies are the need to provide some opportunity for the gradual intake of new faculty at a time when student growth has ceased and may even decline significantly and the specific need for new faculty in new areas of specialization. But, as Jenny points out,

> Thus, although the idea of ERt seems to have found its time, the implementation creates a major institutional dilemma: how to design policies that are humane, equitable, and graceful without producing for the employee and the institution unconscionable psychological and financial burdens.

Jenny emphasizes that advance planning is necessary since additional pension funding will be necessary (either by the employer or by the employer and employee jointly) if the early retirement pension is to be adequate. (In Canada, the Canada-or Quebec-pension would not be available until age 65.)

There are some interesting statistics on retirement age. Professor Ingraham (in Faculty Retirement Systems in Canadian Universities; published in 1966) stated that "About two-thirds of Canadian institutions have a normal retirement age of 65; the majority of other universities fix the age at 67 or 68. Ingraham went on to "urge Canadian universities to change their normal retirement age from the usual 65 to about 68" and he based his cost estimates for his proposed pension systems on a normal retirement age of 68. However Jenny states that "Of about 900 TIAA institutions, roughly 60 remain at the 70 limit, and about 57 are at the age 68 mark. Thus for all the other institutions, ERt means moving below age 65." Thus it would appear that the situation has changed dramatically in the past decade with U.S. institutions moving to the Canadian practice rather than the reverse which Ingraham had recommended.

Jenny lays strong emphasis on the role of inflation. He suggests that the concept of relating pensions to pre-retirement incomes may be obsolete and that "Retirement income planning that is overly concerned with past wage levels may ensure that the retired will be condemned to poverty at some point." Although the CUO/OCUFA study is only about a year old its calculations assumed only a 3% inflation rate! (The earlier one retires the longer one is exposed to the risks of inflation unless the entire pension is fully protected against inflation—a protection that so far as I know only federal civil servants currently enjoy.)

Another point that Jenny stresses is that early retirement usually means the loss of coverage through the fringe benefit plans. This is, of course, a more serious matter in the United States (which lacks any comprehensive state medical and hospitalization plan) but the loss of the group life insurance could be a serious matter.

Jenny points out that "ERt and the disguised lay-off will have much in common" at least if early retirement is at the employer's option.

Finally, Jenny concludes that although there may be considerable merit in early retirement programmes, considerable caution is in order. He suggests that there are "dangers for educational institutions, for employees, and for society in general. The professional manpower at our colleges and universities is, among other things, a national resource. Today's manpower surpluses may become tomorrow's shortages. Moreover, manpower surpluses often are less that than they are money shortages."

The essay contains a large number of cost and income calculations for various alternative assumptions about early retirement. Unfortunately their usefullness to Canadians is limited by the differences in social security arrangements.

E. D. Maher

Caution: school teachers crossing

The Politics of the Canadian Public School, edited by George Martell. James, Lewis and Samuel, Toronto, 1974. PP. 257. $4.95

Radical criticism of social institutions is no longer much in vogue. The reform mood of the late 1960s is already, alas, an historical phenomenon. In the aftermath, there is precious little to be seen in terms of concrete results. The centre has held; if certain marginal adjustments have been allowed, substantial change has largely been avoided.

In no area has this been more true than in education, probably the only field in which the Canadian "movement" made an internationally-recognized contribution. To a large extent, credit for this is due to the founders of *This Magazine Is About Schools*—in its day arguably the best journal about kids and schools in the world.

That day, however, is sadly passed. Free schools were clearly not the panacea they were believed to be. Desperately rethinking their position, the anti-schooling radicals apparently could not resist the attraction of an even more simplistic slogan. *This Magazine Is About Schools* was transformed into *This Magazine* is about a wholly Canadian trade union movement. A new magical prescription had been found.

George Martell was integral to all these developments. In this book, a second collection of articles by favourite *This Magazine* contributors, he attempts to pull together the factors which have led to this new stage. Let me try to isolate them rather more clearly than he himself does in his introduction. Schools still oppress kids. They socialize middle class kids into a set of values appropriate to their privileged status in advanced capitalist society. They are a social-control agency for working class kids in whom they perpetuate functional illiteracy and therefore political impotence.

This is not news. The big hope now is an unexpected ingredient in the radical formula: the teaching profession and public employees in general. The corporate sector, thanks to their ties with friendly governments, are contributing a progressively smaller share to the state's revenues. In their need for ever-increasing monies, those governments have begun imposing wage ceilings on the most convenient victims, their own employees: teachers, hospital workers, and the like. As a result, the last few years have seen teachers actively mobilized in elections in B.C., Saskatchewan and Newfoundland (all successfully), and in Quebec and Nova Scotia (unsuccessfully).

What the teachers have failed to see, however, is that their natural ally is the working class. If they added to their own bargaining demands those of working class parents, so Martell believes, the latter will respond with "the kind of support they [teachers] never dreamed possible." It's going to be a long haul, Martell acknowledges, but if these groups could ever unite in a Canadian union movement they would form the vanguard in the struggle towards An Independent Socialist Canada.

It's a scenario typical of left—maybe all—ideological sects. The utopic vision is exciting and compelling. Some—but by no means all—of the analytic insights are highly illuminating. Much of the research is very valuable. Even some of the tactics are persuasive. But typically, a number of the key promises are, at best, unprovable, at worst irrational and divisive, such as the one which execrates "international" unions. And the large strategic propositions fly in the face of every reality we understand about Canada's political culture. A maximalist left position based on a union of radicalized teachers and workers is surely fated to join comparable strategies in a footnote in some future Master's thesis. In the meantime, others will get about the business of trying to humanize Canadian society in the here and now.

Gerald L. Caplan

Equality of access

Educational Opportunity: The Pursuit of Equality. W. G. Fleming. Scarborough, Prentice-Hall, 1974. Pp. x + 133. $5.50 cloth, $3.50 paper.

Does Money Matter? Prospects for Higher Education. Marion R. Porter, John Porter and Bernard Blishen. Toronto, York University, Institute for Behavioral Research, 1973. Pp. xiv + 304. $3.50 paper.

The two books under discussion make depressing reading. They are badly-written signposts to a troubled future for Canadian universities.

Fleming's book is a short overview of efforts made to extend educational opportunity throughout the Canadian educational system. The pursuit of a definition of equality ends in a cul de sac. We are told that it is unattainable and that

> What it is likely to mean in practical terms is that an effort is being made, consistent with the willingness of taxpayers to bear the cost, to bring facilities of the more remote or poorer areas up to a qualitative level that is not scandalously below that of the more concentrated and wealthier segments of the population, and that a substantial effort is being made to improve the capacity of those who suffer from physical, mental, emotional, or social handicaps to benefit from occupational opportunities.

These efforts have been hindered by the tolerance of Canadians for social inequality and by our general lack of interest in what goes on inside the schools and universities. "Enlightened officials" have done their best to increase equality, however. Professor Fleming teaches education at OISE and is probably bound to take a kinder view of educational officialdom than most of us.

In his discussion of the universities (we are part of 'tertiary' education in his language) Fleming briefly sketches how the babyboom and the increased educational requirements for many jobs came together in one great stampede. Political and financial considerations prevented the universities from raising admission requirements in order to moderate the rush. Older universities grew rapidly and new ones were opened. Now, with costs high,

> the upholders of university traditions have had to defend their responsibilities in the fields of research and scholarship in the face of popular and governmental pressures that sometimes seem determined to force the universities into the role of purely teaching institutions on the pattern of the elementary and secondary schools.

The imagery of that sentence may be curiously anthropomorphic but its meaning is plain: when universities become expensive, Yahoos want them to stop being universities.

The loss of university autonomy since World War II Fleming judges to be a result of the growing tendency of provincial governments to see the universities "as parts of a system of public education." Increased intervention has promoted greater access, however, and this presumably compensates for the decline in institutional autonomy. The author's sympathies are on the side of accessibility as on that of "progressive education." To those who occasionally still leaf with approval through Hilda Neatby's *So Little for the Mind*, Fleming's essay will seem uncritically accepting of the progressivist biasses inherent in much of Canadian primary and secondary education.

Likely to be read with closer interest by university teachers is the study by Marion Porter, John Porter and Bernard Blishen, especially its first and last chapters. The authors are concerned with accessibility to higher education and how, in Ontario, this is affected by cost. Students in grades 8, 10 and 12 were questioned at length, as were their parents. There are few surprises in the answers, whose tabulation and analysis fill up most of this book. We are hardly startled to read that children from families with high socio-economic status (SES) consider money to be less of a barrier to higher education than those from families with low SES, or that girls are less likely to expect to attend university than boys, or that high school students and their parents are often misinformed about the costs of university attendance. At times one is reminded of the German definition of a sociologist as someone who spends a lot of time and money discovering what every sensible person knew all along.

That the need to borrow does not dissuade those low-SES students who want to go to university comes as a bit of a surprise. Or does it? After all, student loans are a bargain. They incur no interest until six months after the student graduates, and then the rate is lower than what is available commercially. As of July 1st it is 9%; it was considerably lower when the study was undertaken. In an inflationary time that is not bad at all. It is encouraging, too, that high-achieving, low-SES students were best informed about the Ontario support scheme. Encouraging, not surprising.

Egalitarians that they are, P, P & B do not want evidence of willingness to borrow bolster an argument for assistance programs with high loan components. They show that many high-achieving, low-SES students were reluctant to borrow more than $2,000, and that many others would drop out rather than go into debt for the sake of a distant and increasingly uncertain reward.

The three researchers favor a scheme of student assistance which would raise fees substantially and then make outright grants for tuition available on the basis of parental resources. Equity, they say, would be best served in this way given that the tax system is not likely to be used to reduce the inequities in the current assistance program. Loans would be available to children of higher income families under certain conditions.

The Porters and Blishen are not concerned with the steering effects on the universities that their recommendations would have, if carried into practice. And they obviously are at odds with those who, like the recently retired president of the AAUP, oppose using the university as an instrument of taxation and subsidization. Equity, like charity, apparently begins at home. Moreover, P, P & B do not limit their egalitarianism to things fiscal and financial. Although they suggest that their proposal would tempt more high-achieving students into the universities, and that it might discourage "some of the dull higher class students who attend university now," on the whole they are anti-elitist and anti-meritocratic. (In passing, one may note that they are surely wrong in saying that Michael Young "brilliantly demonstrated" the psychic costs of meritocracy. His book is a futuristic satire not an empirical study.) Their guiding principle is that of accessibility, which they take to be a widely-accepted goal in Ontario and which "requires only minimal standards to be met and is a commitment to 'mass' higher education."

The reasons for accessibility which they list seem sensible enough: development of each person's potential, cultural enrichment, the need for highly trained people, a more tolerant citizenry, access to high status occupations and high economic rewards (they hope to limit the latter.) The authors supply little evidence, however, that any of these goals are being met by universities today. It is an act of faith to assert that institutions further along the road to mass education would be able to do what P, P & B want them to, an act of faith which this reviewer is unable to perform.

Let us assume, for example, that at least until recently a university degree has been the passport to certain high status occupations and large incomes. Let that degree become too common and other "qualifications" will gain in importance: additional degrees, or the old private school tie (or middy), perhaps, or the right kind of surname or relatives. These have never been unimportant in Canada, anyway, as John Porter has elsewhere demonstrated at length. Alternatively, private universities may re-emerge which will do what private primary and secondary schools already do: provide a "better" social and possibly also educational environment for their students.

The cultural reason is largely spurious, given the near-total failure of schools (which have been accessible for many years) and universities to inculcate standards of taste. How many people "enjoy books, art galleries and symphonic music" because of what took place in the classroom? Not many, I would guess.

Perhaps the most important cultural function served by universities—it is not the only one—is the nurturing of research and scholarship. Mass education puts this into danger. Accessibility costs more money than meritocracy, P, P & B write, while Fleming has already reminded us that the increasing cost of the universities leads to queries about the necessity of scholarship and research. The slogan is "more scholar for the dollar." What it means is that less research and scholarship will be pursued in institutions which are already beginning to resemble day-care centres for post-adolescent youth. Whoever may benefit from this, it is not the professoriat.

Most of us, elitists that we are, would welcome schemes whereby promising students from low income families could get the money necessary for a university education as easily as possible. But if we combine this with the virtual negation of entrance and other academic standards the future will be bleaker than the present.

Michael Young has suggested facetiously that egalitarians fear "the claims of the intellect as the most wounding of all." Yet it is in part to satisfy these claims that the universities have traditionally existed. The implications of the conflict between equality and excellence, between quantity and quality, are barely hinted at in either of the books under discussion. But they affect all of us who take research and scholarship seriously. They need to be thought about with care.

Michiel Horn

Salary discrimination

Faculty Salaries: Is There Discrimination By Sex, Race, and Discipline? by Nancy M. Gordon, Thomas E. Morton, and Ina C. Braden. The American Economic Review, June 1974 pp 419-427.

The paper results from a detailed study of all full-time academic employees of a large urban university—unidentified but with between 1,000 and 2,000 faculty members. The study "controls for age, race, years at university, education, rank, and department. We investigate the relationship between salary and the explanatory variables for men and women separately as well as for all employees together, where sex is an additional independent variable. Regression analyses yield unambiguous results; about three-fourths of the variation in salary across employees is explained... On average a woman faculty member earns 11 per cent less than would be predicted for a man with her characteristics... A medical school faculty member with an M.D. earns 93 per cent more than an otherwise comparable Ph.D. in the social sciences." The authors also go on to state that clinical professors "are not expected to conduct research". There is considerable information about the effect of degrees on salary and also about salary patterns with respect to age.

E. D. Maher

ABOUT OUR REVIEWERS... **G. W. Bennett** is the Executive Secretary of the Ontario Confederation of University Faculty Associations and teaches statistics at the University of Waterloo... **Gerald L. Caplan** is in the Department of History and Philosophy in Education at the Ontario Institute for Studies in Higher Education... Professor **Michiel Horn** teaches History at Glendon College, York University... Professor **E. D. Maher** is in the Department of Business Administration at the University of New Brunswick... **Donald C. Savage** is the Executive Secretary of the CAUT.

Three from OISE

Agencies for Higher Education in Ontario Edward F. Sheffield, Editor. The Ontario Institute for Studies in Education. 1974.

Educating Teachers: Critiques and Proposals. By Douglas Myers and Frances Reid. The Ontario Institute for Studies in Education. 1974.

Key Issues in Higher Education By Edward B. Harvey and Joe L. Lennards. The Ontario Institute for Studies in Education. 1973.

These three publications from the Ontario Institute for Studies in Education attempt to cover progressively wider areas.

Agencies for Higher Education in Ontario edited by Ted Sheffield contains 7 papers delivered at a seminar series and an informative introductory chapter by the editor. Each of the papers was written by a person who had been or still is centrally responsible for the agency concerned, ranging from the then Minister of Colleges and Universities, Jack McNie, to the Chairman of the Commission on Post-Secondary Education in Ontario, Douglas Wright, to the reviewer for OCUFA.

From this group comes an accurate precis of the history, function and ambition of the agencies which provides a concise and useful guide to significant aspects of the development of higher education in Ontario. For those at all interested in this subject, the book is a very useful one for it is, on occasion, as much the reminiscences of people who have fundamentally altered higher education as it is an outline of the platform of the agencies covered.

Educating Teachers: Critiques and Proposals is much more an academic publication. Douglas Myers and Fran Reid have done a good job of drawing together quite diverse papers in a field of interest within and beyond Ontario although Ontario examples are predominant. The book is divided into the logical three parts: Past (The Context and Objectives of Teacher Education), Present (Some Innovative Programs) and future (Future Directions) with two authors — Myers and Duthie — contributing to two sections. To those closely connected with the preparation of pre-post-secondary teachers (!) the material is known although well presented.

The recent announcement of the retention of Hamilton and Toronto Colleges of Education makes a reading of the paper *How Not to Reform a Teacher Education System: Ontario 1966-1971* rather poignant.

For those more closely attuned to the university world, the material may not seem relevant until we remember that an analogous book for that sphere couldn't be written! There is no Past; some people mutter in the Present; what of the Future? Read in that context there is much useful material for university faculty and administrators.

There is a version of "fill in the blanks" played in any faculty lounge which runs roughly as follows: In the discipline of (blank) there have been endless "Introductions to (blank)" written recently and many of them such as (blank) shouldn't have seen the light of day.

In the opinion of this reviewer the substitutions of *"Key Issues in Higher Education"* by Harvey and Lennards in the appropriate places into this game would be a generous summary of the last of these three OISE publications. What else can one say about a mish-mash of unquotable quotes and snatches of survey tables? Even this reviewer (a statistician) assumed that undergraduate literature majors no longer constructed texts which excited admiration by declaring:

- (Ch. 1, L. 19) "This chapter can be considered an exploration to identify the dimensions of opinion."
- (Ch. 2, L. 1) "This chapter discusses costs and benefits of higher education."
- (Ch. 3, L. 4) "In this chapter, we present the results of a literature survey about the effectiveness of the university as a teacher of liberal-arts values."

All three volumes contain the notation (in part) "The Ontario Institute for Studies in Education has three prime functions: to conduct programs of graduate study in education, to undertake research in education, and to assist in the implementation of the findings of educational studies."

In view of this, OISE should be somewhat ashamed to have published the last of these three works.

G. W. Bennett

Green Light in Alberta

Bernard Adell, *Collective Bargaining Rights for Faculty at the University of Alberta*, 1974, mimeo, pp. 162.

Professor Adell was commissioned earlier this year to examine the various routes which the Association of the Academic Staff of the University of Alberta might pursue if it wished to develop its position as a collective bargaining agent. He recommends that the faculty association proceed at once to certification under the labour act and avoid either special legislation or provincial negotiations.

In Alberta, unlike any other province, there existed a legal judgment in 1962 involving the National Union of Public Employees which seemed to suggest that there might be legal difficulties in certification. Professor Adell suggests that Mr. Justice Riley's decision in this case has probably been superseded by other court decisions, notably those of Mr. Justice Dohm in the case of the *Labour Relations Board (B.C.) et al., Ex parte Simon Fraser University* and the *International Brotherhood of Electrical Workers v. Town of Summerside et al.* Both of these cases hinged on the same issue, namely whether the employers were precluded by the language of the particular act creating the institution in question from engaging in collective bargaining. In both cases the courts held that the language of the acts creating the institutions did not preclude collective bargaining. The latter case went to the Supreme Court of Canada where Mr. Justice Ritchie held in favour of the union and suggested that so long as the union met all the requirements of the trade union act, a writ of mandamus could compel the town to bargain with the union.

Professor Adell then discusses the extent to which the AASUA now has bargaining powers. For some years the university has recognized the association for the purposes of negotiating salaries and other matters. More recently both parties agreed to a limited form of final offer selection arbitration to deal with financial issues. Adell considers that the university has created a contract with the faculty association so that the terms and conditions are binding on any faculty member who does not have inconsistent terms and that both sides can negotiate amendments to these terms. Such contract terms can be enforced through the common law but with severe limitations. Adell considers that there is no way that the AASUA can force the Board of Governors to bargain in good faith under these arrangements nor can the AASUA really prevent faculty members from signing (or being forced to sign) different individual contracts. This arises because only the individual faculty member, since he has an individual contract, could take legal action against the Board—not the AASUA. Nor does he see any legal support for the AASUA in the doctrine of agency since the contract forms at Alberta do not mention the AASUA and since an individual can at any time withdraw his permission for someone to act as his agent. Nor is the final offer selection arbitration a legal contract between the AASUA and the Board of Governors. It could have been made such since the Alberta Arbitration Act allows two parties to make such agreements but the document explicitly in fact states that it is not such an agreement and, therefore, could be unilaterally renounced by either side.

Furthermore there have been a series of court cases in recent years involving faculty members at the University of Alberta which show the severe limitations for faculty members who wish to try to enforce their individual contracts through the common law.

Professor Adell then reviews some of the matters pertaining to collective bargaining which he first raised in his book *Collective Bargaining for University Faculty in Canada* which was commissioned by the AUCC. He reviews the evidence which suggests that unionized faculty in the United States have secured higher wage settlements than the non-unionized but nevertheless regards the procedures which require final and binding settlement of all disputes to be of greater significance since it would ensure a proper mechanism for dealing with the problems that arise in renewals, tenure, and other contractual matters. He suggests that some of the common arguments against collective bargaining do not bear much scrutiny. He points out that the fear of a closed shop is exaggerated since no four-year college in the United States has signed such an agreement and since the CAUT favours the Rand formula rather than the closed shop. He suggests that the trend to more uniformity in salary scales predated collective bargaining in the universities and has been caused by the inadequate mechanisms for judging merit — "the feeling, shared by administrators and faculty alike, that prevailing methods for evaluating excellence have been grossly unsatisfactory — that prestige has often counted for more than actual performance, administrative work and quantity of published material for more than originality and incisiveness of thought, popularity among students for more than high standards of teaching, and popularity among colleagues and administrators for far more than its actual minor worth". He considers that the Notre Dame agreement takes some tentative steps towards a more rational method of evaluation. He believes that collective agreements will serve the faculty better in cases of redundancy and financial exigency. He thinks that the record to date indicates that faculty collective agreements will strengthen rather than undermine representative government.

Adell strongly recommends against provincial-wide bargaining in Alberta. He does not think that the faculty associations in the province are sufficiently unified to undertake this task. He considers that such bargaining would inevitably assimilate the faculty as public employees. But his major concern is that public employers, particularly provincial governments, insist on a very narrow definition of the scope of bargaining. He thinks, contrary to what he and Professor Carter said in their book in 1971, that the government would insist on a large number of management rights — rather than insisting on putting more issues on the table than faculty would want to bargain for at the provincial level. He points out that even at the federal level which has a reputation for more liberality in collective bargaining, the recent Finkelman Report recommends that the following be outside the scope of bargaining and, therefore, a management right — appointment and promotion, criteria and procedures for assignment layoff and recall, pensions, job classification, assignment of duties, etc. Such management rights would mean that these issues would be decided unilaterally by the government.

He, therefore, recommends to the AASUA that it proceed to seek certification under the Alberta Labour Act immediately and then suggests the changes in the constitution of the AASUA which would be needed if it were to take this step.

Donald C. Savage

VACANCIES POSTES VACANTS

ADMINISTRATION

UNIVERSITY OF GUELPH. **College of Social Science.** Applications are invited for the position of Dean of the College of Social Science, in the University of Guelph, the appointment to be effective July 1, 1975, when the present Dean will complete his term of office, or as soon as possible thereafter. The College has departments of Economics, Geography, Political Studies, Psychology, and Sociology/Anthropology. The position requires a recognized scholar with broad knowledge of the social sciences. Experience in university teaching and administration is desirable. The term of office is five years, with a possible five-year extension upon review. Enquiries and applications, which will be treated in confidence, should be addressed to the Vice-President Academic, University of Guelph, Guelph, Ontario, N1G 2W1. Closing date for application is 1 December 1974.

UNIVERSITY OF MANITOBA. **Extension Division.** Position of Director now open. Extension Division currently consists of 11 professional staff in 4 departments: Management Studies, Professional Studies, Community Studies, Evening Institute. Enrolment in 1973/74 was approximately 7,000. Applicants should be interested in development of continuing education and be willing to assume general responsibilities for an expanded program of university outreach. Applicants should have graduate education and experience relevant to the position. Deadline for applications — **October 31, 1974.** Further information will be supplied and/or applications including curriculum vitae and names of three referees accepted by: Dr. J. C. Gilson, Vice-President (Research and Graduate Studies), University of Manitoba, Winnipeg, Manitoba, R3T 2N2

QUEEN'S UNIVERSITY. **Registrar.** Applications are invited for this position from persons with the appropriate education, personality and management skills. The position requires effective administration of the Registrar's office, by developing and directing the organization, policy and procedures necessary to ensure the enrolment of students, their financial support, maintenance of their academic records, all in accordance with University policy and with the aid of three Assistant Registrars for Admissions, Statistics and Records, and Student Awards. Salary commensurate with education and experience. The appointment will begin not later than July 1, 1975 and the closing date for applications is October 31, 1974. Curriculum vitae and names of three potential referees should be sent to: G. A. Harrower, Vice-Principal (Academic), Richardson Hall, Queen's University, Kingston, Ontario.

UNIVERSITY OF REGINA. **Director, Human Justice Program.** The incumbent will be expected to develop and administer a province-wide program of research and instruction for students with varied experimental and academic backgrounds, leading to a Certificate and/or Degree. The proposed program is flexible, but it is anticipated that it will relate to people's perception of formal and informal justice systems, and the interaction of those perceptions with the community, police, courts, correctional and rehabilitative programs. Emphasis will be placed on an experimental and research approach. Considerable provincial travel is anticipated, particularly during the first year. Qualifications: an academic background with considerable appropriate experience. Canadian experience preferred. Salary commensurate with education and experience. Range: $16,963-21,863 (Associate) $22,079 minimum (Professor). Closing date December 31, 1974. Submit application together with curriculum vitae to Personnel Office, University of Regina, Regina, Saskatchewan.

UNIVERSITY OF SASKATCHEWAN. **Department of Sociology.** Applications are invited for the position of Head, Department of Sociology, effective July 1, 1975. Preference for someone knowledgeable about the Canadian society and some Canadian experience or training. Proven ability as teacher and scholar, administrative experience or ability. Administrating a Department of 17 members with graduate programs (M.A. and Ph.D.). Good research facilities. Salary floor for the rank of professor is $22,000. Please send your application to: D. R. Cherry, Dean of Arts & Science, University of Saskatchewan, Saskatoon, Saskatchewan. Please apply before December 31, 1974.

ANATOMY

UNIVERSITY OF ALBERTA. **Department of Anatomy.** Applications are invited for a position as Assistant Professor, the appointment to commence January 1, 1975. Teaching responsibilities to medical and paramedical students will be in neuroanatomy and either histology or gross anatomy. The department is housed in new facilities and has good research facilities. Address inquiries with curriculum vitae and bibliography to Dr. T. S. Leeson, Chairman.

BIOLOGICAL SCIENCES

BROCK UNIVERSITY. **Department of Biological Sciences.** Applications are invited for a senior faculty position available July 1, 1975, in the area of Cell and Molecular Biology. The candidate selected will be committed to excellence in research as well as in graduate and undergraduate teaching, and will be expected to provide strong leadership in the further development of graduate work within the Department. The current salary floors at $16,400 (Associate Professor) and $21,160 (Professor). Located in the Niagara peninsula of Ontario, Brock University was established in 1964 and now has a full-time undergraduate enrolment of 2,200. The Department of Biological Sciences has fourteen faculty members, twenty graduate students, and offers the B.Sc. and M.Sc. degrees. Primary research areas of the Department are Cell and Molecular Biology and Environmental Biology. For further information contact Dr. D. J. Ursino, Chairman, Department of Biological Sciences.

BOTANY

THE UNIVERSITY OF MANITOBA. **Department of Botany.** Applications are invited for the position of Professor and Head of the Department of Botany in the Division of Biological Sciences. Currently there are eleven faculty members in the Department which offers undergraduate and graduate programs. A large and multidisciplinary complex of laboratories and institutes located on the campus provides a stimulating environment for research and teaching. The current salary minimum for a Professor in $18,500.00 but the actual appointment will be made at whatever higher salary level is appropriate to the qualifications of the appointee. The academic position will carry tenure on appointment, the administrative role as Department Head will be for an agreed period of years and renewable under terms of the University's administrative bylaws. Applications with curriculum vitae should be addressed to Dr. N. E. R. Campbell, Associate Dean of Science, University of Manitoba, Winnipeg, Manitoba, R3T 2N2. Deadline for receipt of applications is November 1, 1974.

BUSINESS ADMINISTRATION

UNIVERSITY OF NEW BRUNSWICK. **Department of Business Administration.** Applications are invited for undergraduate teaching positions as follows: (a) accounting; (b) finance; (c) management; (d) marketing; (e) policy; (f) quantitative methods. Qualifications required are Ph.D., Ph.D. candidate or equivalent. Duties involve undergraduate teaching and research. The rank and salary are based on the candidates qualifications and experience. Appointments effective July 1, 1975. Applications and inquiries addressed to Chairman, Department of Business Administration, University of New Brunswick, Fredericton, N.B. E3B 5A3.

CLASSICAL AND MODERN LANGUAGES

BRANDON UNIVERSITY. **Department of Classical and Modern Languages.** Applications are invited for a Lecturer or Assistant Professor in French. Ph.D. or near attainment. Undergraduate instruction in language and literature. Minimum Lecturer — $9500; Assistant Professor — $12,000. Application with curriculum vitae and the names of three references to: Dr. W. Entz, head, Department of Classical and Modern Languages. Duties begin September 1, 1975.

CIVIL ENGINEERING

UNIVERSITY OF TORONTO. **Department of Civil Engineering.** Environmental and Water Resource Engineering; Engineering Geology, Rock and Soil Mechanics; Building Science and Materials; Structures, Mechanics; Transportation; Construction. Openings will exist in 1975 for Assistant and Associate Professors in the above for research and teaching at both undergraduate and graduate levels in a large and diversified department having well established graduate programmes and excellent laboratory and computational facilities. Rank and salary will depend upon academic and engineering experience. Applications which should include curriculum vitae and the names of three referees should be addressed to Professor G. W. Heinke, Chairman, Department of Civil Engineering, University of Toronto, Toronto, Ontario, M5S 1A4.

COMPUTER SCIENCE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Computer Science.** Applications are invited for faculty positions at all professional levels in Computer Science. Ph.D. required. Duties: Teaching at undergraduate level and development of a graduate program. Send vitae and names of three references to Professor Blundon, Department of Mathematics, Statistics and Computer Science, Memorial University of Newfoundland, St. John's, Newfoundland, Canada.

EDUCATION

UNIVERSITY OF REGINA. **Faculty of Education.** Applications are invited for the position of assistant or associate professor in the field of philosophy of education. Qualifications required: Doctorate in philosophy or philosophy of education, sociology or sociology of education at the Master's level desirable. Nature of duties: Teaching undergraduate and graduate classes and research. Salary and rank — negotiable according to qualifications and experience. Inquiries should be addressed to Dean W. N. Toombs, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. Effective date of appointment July, 1975. Closing date for receipt of applications December 31, 1974. The University of Regina was formerly the University of Saskatchewan, Regina Campus.

ENGINEERING

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Faculty of Engineering.** A vacancy for an assistant, associate, or full Professor of Engineering exists in the Faculty of Engineering of Memorial University. Applications are invited from persons with Civil Engineering experience and, although all applications will be considered, particular attention will be given to individuals with experience in one of, SOIL MECHANICS AND FOUNDATION ENGINEERING, CONSTRUCTION ENGINEERING, STRUCTURAL DESIGN OR CONCRETE TECHNOLOGY. The successful applicant will preferably have a higher degree and research and/or practical experience in one of the areas listed above. Applications, will all relevant details, should be forwarded to Dr. R. T. Dempster, Dean of Engineering, Memorial University of Newfoundland, St. John's, Newfoundland, Canada.

ENGLISH

UNIVERSITY OF SASKATCHEWAN. **Department of English.** Three vacancies are expected for 1975-76: a Professorship, a Visiting Professorship, and an Assistant Professorship. Applications are invited in the following areas: the Renaissance, Canadian Literature, Medieval Literature, and Folklore (with strong secondary qualification in English Literature).

ELECTRICAL ENGINEERING

UNIVERSITY OF TORONTO. **Department of Electrical Engineering.** Applications are invited for the position of assistant professor. Required by July 1975 or preferably earlier. The position will involve undergraduate teaching in the area of communications, graduate teaching and supervision of graduate work and research in the general area of communications with particular emphasis on one or more of: data transmission and switching, digital signal processing, computer or satellite communications. Applicants should hold a doctorate in an appropriate area. Industrial experience will be considered an asset. The salary level is commensurate with qualifications. Applications with curriculum vitae should be addressed to: Professor G. R. Slemon, Chairman, Department of Electrical Engineering, University of Toronto, Toronto, Ontario, M5S 1A4.

LIBRARIAN

UNIVERSITY OF GUELPH. **Librarian.** Applications are invited for the position of General or Senior Librarian (Librarian II or III) for the Information and Orientation Division. Under the direction of the Division Head, duties include general reference at a Main Information Desk in a subject divisional library; reference service in bibliography area; supervision of subprofessional staff; planning, coordinating and complementing student and faculty orientation programmes throughout the Library. Masters degree or equivalent from an accredited Library School, plus a Master's degree in a subject field, preferably science. Experience is required for Librarian II or III level. Salary by negotiation. Appointment effective January 2, 1975, or sooner. Applications should be directed to Miss M. D. Cameron, Assistant Librarian for Personnel, The Library, University of Guelph, Guelph, Ontario, N1G 2W1.

MANAGEMENT SCIENCES

UNIVERSITY OF WATERLOO. **Department of Management Sciences.** Applications are invited for a faculty position — rank open in the Department of Management Sciences. Applicant should possess a Ph.D. and evidence of research and teaching capability in organization theory and organizational behaviour. Duties will involve both teaching and supervision of graduate student research in these areas. Current salary flows are: Assistant Professor $13,100, Associate Professor $17,000, Professor $22,200. Send curriculum vitae and reprints of representative publication to Professor S. D. Saleh, Chairman, Department of Management Sciences, University of Waterloo, Waterloo, Ontario.

Cont'd on next page

MEDICINE

QUEEN'S UNIVERSITY. **Department of Medicine.** The Division of Rheumatology in the Department of Medicine, Queen's University invites applications for the position of a Geographic Full Time Academic Rheumatologist. The Rheumatic Disease Unit at the Kingston General Hospital is a major referral center for rheumatic diseases in South-Eastern Ontario, and there are excellent opportunities for a consulting clinical practice, teaching and research. Salary and rank commensurate with training and experience. The competition is open to both men and women and applications accompanied by curriculum vitae and the names and addresses of three referees should be sent to Dr. E. R. Yendt, Professor and Head of the Department of Medicine, Queen's University, Kingston, Ontario, K7L 3N6.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Faculty of Medicine.** Applications are invited for the position of Professor and Chairman of Pediatrics at Memorial University and Pediatrician in Chief at the Charles S. Janeway Child Health Centre, a fully affiliated teaching hospital. The person appointed will be an experienced clinician with teaching, research, and administrative experience. Salary according to prevailing policy for Clinical Chairmen. Applications, accompanied by a detailed curriculum vitae and names of three referees will be received by Dr. David Charles, Professor of Obstetrics and Gynecology and Chairman of the Selection Committee, Faculty of Medicine, Memorial University, St. John's, Newfoundland.

PHYSIOLOGY

McGILL UNIVERSITY. **Department of Physiology—Neurobiologist.** Applications are invited for an appointment at the rank of Assistant Professor. Duties include teaching in the Department's undergraduate Honours program in Neurophysiology. Send applications with curriculum vitae and names of three referees to: Ms. Maria Olejar, Department of Physiology, McGill University, 3655 Drummond Street, Montreal, Quebec, H3G 1Y6, Canada.

PLANT SCIENCE

UNIVERSITY OF BRITISH COLUMBIA. **Department of Plant Science.** Applications are invited for a position at the rank of Assistant Professor. The successful applicant: will have strong backgrounds in economic (agricultural) entomology, and applied insect physiology; will be responsible for teaching or assisting in teaching courses in the areas of economic entomology, insect physiology and pesticides; will be expected to pursue active research and graduate training; will be expected to contribute to the Department's extension activities; and will be expected to assume his or her duties not later than January 1, 1975. Applications, including curriculum vitae and names of three referees, to Dr. V. C. Runeckles, Chairman, Department of Plant Science, University of British Columbia, Vancouver, B.C. V6T 1W5.

PSYCHOLOGY

CARLETON UNIVERSITY. **Department of Psychology.** Applications are invited for a position at the assistant, associate or full professor level, commencing July, 1975. Candidates must have a Ph.D. or have completed all requirements except the thesis. Preference will be given to those with teaching and research experience. Field of teaching expertise required is personality and abnormal, with research interests centered in the former. Salary on a 12 months basis is negotiable in terms of experience. Send vitae and names of 4 referees to M. E. Marshall, Hiring Committee, Department of Psychology, Carleton University, Ottawa, K1S 5B6.

SOCIOLOGY

UNIVERSITY OF WATERLOO. **Department of Sociology.** Applications are invited for the position of Associate or Full Professor—one or two positions. Qualifications: Ph.D.; publications; active programme of research. No limitations as to field of specialization. Nature of Duties: Teaching undergraduate and graduate courses; work with graduate students. Salary and rank commensurate with qualifications and experience. 1974-75 salary floors are: Associate Professor $17,000; Full Professor $22,200. Date of appointment July 1, 1975. Write: Chairman, Department of Sociology and Anthropology, University of Waterloo, Waterloo, Ontario, N2L 3G1.

SOCIOLOGY AND ANTHROPOLOGY

CARLETON UNIVERSITY, **Department of Sociology and Anthropology.** Applications are invited for one or two appointments in Sociology at the Assistant/Associate Professor level. The appointments may be either terminal or probationary, depending upon the candidate's qualifications and the Department's circumstances at the time of negotiation. The Ph.D. is required, as is a record of teaching (preferably, with some graduate-level experience), research and publication. Responsibilities will include undergraduate and, possibly, graduate courses and supervision in one of the following: methods and statistics; ethnomethodology; urban sociology, demography and ecology; complex organizations, industrial sociology and stratification. Minimum salary $12,375/$15,650 depending upon rank. The appointment is effective July 1, 1975. Replies, with full particulars and references, should be addressed as soon as possible to Dr. Gordon Irving, Chairman, Personnel Committee, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, K1S 5B6.

CARLETON UNIVERSITY. **Department of Sociology and Anthropology.** Applications are invited for an appointment in Anthropology at the level of Professor. Applicants should have a very strong record of research, publication and teaching, including graduate seminars and thesis supervision. Preferred specializations include: North America or Africa; cultural ecology, structuralism, theory or methods. Current minimum salary for the rank is $20,225. The appointment is effective July 1, 1975. Replies, with full particulars and references, should be addressed as soon as possible to Dr. Gordon Irving, Chairman, Personnel Committee, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, K1S 5B6, Canada.

CARLETON UNIVERSITY. **Department of Sociology and Anthropology.** Applications are invited for an appointment in Social Anthropology at the level of Assistant/Associate Professor. A substantial record of teaching (with some graduate-level experience), research and publication is required. The Ph.D. is essential. Preference will be given to candidates with an area specialization in North America or Africa and with topical specializations in economic anthropology, cultural ecology or structural analysis of myth and kinship. Minimum salary $12,375/$15,650, depending upon rank. The appointment is effective July 1, 1975. Replies, with full particulars and references, should be addressed as soon as possible to Dr. Gordon Irving, Chairman, Personnel Committee, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, K1S 5B6, Canada.

CARLETON UNIVERSITY. **Department of Sociology and Anthropology.** Applications are invited for an appointment in Anthropology at the level of Lecturer or Assistant Professor. Some record of teaching, research and publication is essential. While applicants with the Ph.D. are preferred, other strong candidates will also be considered. Area specialization in North America or Africa and topical specialization in archaeology and/or physical anthropology (especially, palaeoecology/ecology-oriented preferred. Teaching in one other topical area is also expected. Current minimum salary for Assistant Professor is $12,375. Although intended as a one- or two-year terminal appointment, effective July 1, 1975, a regular appointment may prove possible. Replies, with full particulars and references, should be addressed as soon as possible to Dr. Gordon Irving, Chairman, Personnel Committee, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, K1S 5B6, Canada.

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UNIVERSITY OF MANITOBA. **Department of Statistics.** Applications are invited for faculty position with duties involving teaching at both graduate and undergraduate levels, research and consulting. Salary and rank dependent on qualifications and experience. Some preference may be given to persons with specialization in the areas of Survey Sampling, Experimental Designs, Regression Analysis, Applied Stochastic Processes or Time Series Analysis. Starting July/September, 1975. Send vita to Dr. B. K. Kale, Head, Department of Statistics, University of Manitoba Winnipeg, Manitoba R3T 2N2.

URBAN AND REGIONAL PLANNING

QUEEN'S UNIVERSITY, **School of Urban and Regional Planning.** A Planning Teacher is required at the Assistant or Associate Professor level to participate in the continuing development of a graduate programme in Regional Planning. The School is involved in teaching, research and service to non-metropolitan regions in Canada, especially Eastern Ontario. Applicants should possess a post-graduate degree in planning, a strong academic record, and have an interest in using and promoting regional analytical techniques. Salary will be commensurate with qualifications and will be competitive. The date of appointment is negotiable up to July 1, 1975. A resume and names of three referees may be sent to Gerald Hodge, Director, School of Urban & Regional Planning, Queen's University, Kingston, Ontario K7L 3N6.

ZOOLOGY

UNIVERSITY OF GUELPH. **Department of Zoology.** Applications are invited from suitably qualified persons for the position of vertebrate zoologist with specialization in herpetology. Duties: Teaching graduate and undergraduate courses and carrying out research in the area of specialization. Salary and position will be at a level commensurate with experience. Applications must include the names of two referees and should be forwarded to the Chairman, Department of Zoology, College of Biological Science, University of Guelph, Guelph, Ontario, Canada, N1G 2W1, by November 1, 1974.

CAUT/ACPU BULLETIN

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GUIDELINES ON COLLECTIVE BARGAINING

The CAUT Board in June 1973 adopted interim guidelines which are printed in the *CAUT Handbook*, pp. 126-127. In March 1974 the Board approved amendments proposed by the Collective Bargaining Committee. The following guidelines have been approved by the CAUT Council.

The CAUT recognizes that collective bargaining can be an effective means to obtain its objectives—to defend academic freedom and "to promote the interests of teachers and researchers in Canadian universities and colleges, to advance the standards of their profession, and to seek to improve the quality of higher education." (CAUT Constitution, Section 11.21)

It is particularly important that faculty associations seeking to secure a collective bargaining agreement either through voluntary recognition or through certification should ensure:

1. That the objectives of the proposed collective agreement be made clear to the membership and agreed to by them before a formal request for voluntary recognition or certification is made. (This does not preclude assistance to faculty associations who have taken the legal steps to obtain certification prior to the passing of the Interim Policy Statement.)
2. That the terms of any agreement ensure that the conditions of employment sought allow the realization and defence of the principles of the CAUT, in particular:
   (a) explicit guarantees concerning academic freedom and tenure as defined by the CAUT through its policy statements and guidelines regarding appointments and other matters involving the contractual, academic and individual rights of professors;
   (b) procedures and provisions which ensure the participation of faculty members in the governance of the university including formal participation by faculty members in the governmental structure.
3. That the terms of any agreement ensure the creation of a clearly defined procedure for the prompt consideration of problems and grievances to which any affected individual faculty member or group of faculty shall have full access.
4. That the collective barganing agreement should guarantee the right of the individual to proceed himself to arbitration in cases of dismissal for cause.
5. Prior to the signing of a collective agreement, there should be a formal written agreement between the CAUT and the local association[1] that in the case of grievances which involve non-renewal, denial of tenure or refusal of promotion leading to non-renewal (for dismissal see clause 4) where the local has the sole power to decide whether or not there will be an arbitration of grievances, the professor concerned may appeal to CAUT the local's refusal to proceed to arbitration. In such a case, the CAUT may request the local to submit the matter to arbitration, and the local shall then do so. The agreement between the CAUT and the local shall specify that in such a circumstance the CAUT will name those who are to argue the case, and shall share the costs of arbitration with the university.
6. That the CAUT endorse the principle of one-man arbitrations in collective agreements provided that a three-man panel be available as an option to either party in arbitrations involving non-renewal, denial of tenure, denial of promotion leading to non-renewal and dismisal for cause. Such an option would also be preferable for collective grievances brought by the Association (union grievances).
7. That CAUT reaffirm the principle endorsed in the Policy Statement on Academic Appointments and Tenure that arbitrators should be chosen outside the particular university where the case occurs. Such arbitrators should be familiar with the customs, practices, nature and spirit of the academic community.
8. That there should be provisions in the agreement to accommodate affirmatively asserted conscientious objection to membership in the association through an arrangement whereby the dues are remitted either to the association or to an alternative recipient agreed to by both the association and the university.
9. That the constitution of the association expressly provide that an individual faculty member or a group of faculty members can appeal to the CAUT, without prejudice to their rights or standing in the association, and that the association can also appeal to the CAUT in any case where there is a disagreement between the individual faculty member or group of faculty members and the association. (This clause has been referred to the Collective Bargaining Committee for further study.)

1. The exact nature of affiliation between locals and the CAUT and the relationships among locals, CAUT and provincial faculty associations in cases where provincial associations exist may require further clarification and discussion.

DIRECTIVES EN MATIÈRE DE NÉGOCIATION COLLECTIVE

Le bureau de l'A.C.P.U. a adopté en juin 1973 un énoncé provisoire de politique en matière de négociation collective qui figure aux pages 132 et 133 du Guide de l'A.C.P.U. En mars 1974, le Bureau a approuvé les modifications proposées par le Comité de la négociation collective. Les directives suivantes ont été approuvées par le Conseil de l'A.C.P.U.

L'A.C.P.U. reconnaît que la négociation collective peut être un moyen efficace d'atteindre ses objectifs, c'est-à-dire de défendre la liberté universitaire et « de défendre les intérêts des professeurs et des chercheurs des universités et collèges du Canada, de travailler au relèvement des normes de leur profession et de chercher à améliorer la qualité de l'enseignement supérieur au Canada. » (Règlement de l'A.C.P.U. Section 11.2.1.)

Il est particulièrement important que les associations de professeurs, lorsqu'elles s'efforcent d'aboutir à la signature d'une convention collective, soit par le biais de la reconnaissance volontaire, soit par le biais d'une accréditation, fassent en sorte:

1. Que les objectifs de la convention collective en vue soient clairement expliqués aux membres et reçoivent leur approbation avant la demande officielle de reconnaissance volontaire ou d'accréditation. (Cela n'interdit pas d'aider les associations de professeurs qui avaient déjà pris les dispositions prévues par la loi pour obtenir l'accréditation, avant l'adoption des présentes directives.)
2. Que les termes de la convention garantissent, en ce qui concerne les conditions d'emploi, la réalisation concrète et la défense des principes de l'A.C.P.U., et comportent en particulier:
   a. des garanties expresses touchant la liberté universitaire et la permanence, telles qu'elles sont définies par l'A.C.P.U. dans ses énoncés de politique et ses directives touchant les nominations et les autres questions relatives aux droits contractuels, professionnels et individuels des professeurs;
   b. des mécanismes et dispositions propres à assurer la participation des professeurs à la gestion universitaire et notamment la participation des professeurs aux différentes instances académiques.
3. Que les termes de l'accord garantissent la création d'une procédure nettement définie en vue de l'étude expéditive des problèmes et des plaintes, procédure qui serait pleinement accessible à tout professeur ou groupe de professeurs en cause.
4. Que la Convention collective garantisse à tout professeur le droit de recourir personnellement à l'arbitrage dans les cas de révocation motivée.
5. Que, avant la signature d'une Convention collective, l'A.C.P.U. et l'association locale[1] se soient formellement entendues par écrit pour que, dans les cas de griefs touchant le non-renouvellement, les refus de la permanence ou le refus d'un avancement aboutissant au non-renouvellement (voir l'article 4 pour les cas de révocation), pour lesquels l'Unité syndicale a seule le pouvoir de décider s'il convient ou non de porter le grief en arbitrage, le professeur en cause ait la possibilité d'en appeler à l'A.C.P.U. du refus de l'Unité syndicale de porter sa cause en arbitrage. Dans un tel cas, l'A.C.P.U. peut demander à l'Unité syndicale de soumettre la question à l'arbitrage, et l'Unité syndicale doit alors s'exécuter. L'entente entre l'A.C.P.U. et l'Unité syndicale doit spécifier que, dans un tel cas, l'A.C.P.U. nommera les défenseurs de la cause et partagera les frais de l'arbitrage avec l'Université.
6. Qu'il soit clair que l'A.C.P.U. approuve le principe de commissions d'arbitrage composées d'une seule personne en matière de convention collective, à condition que chacune des parties ait la possibilité d'opter pour une commission de trois membres dans les causes de non-renouvellement, de refus de la permanence, de refus d'avancement aboutissant au non-renouvellement et de révocation motivée. Une telle option serait également préférable dans les cas de grief collectif présenté par l'Association (revendications syndicales).
7. Qu'il soit clair que l'A.C.P.U. exige, conformément à l'énoncé de principes relatif à la nomination des professeur et à la permanence de l'emploi, que les arbitres soient choisis à l'extérieur de l'Université où le litige se produit. De tels arbitres doivent être bien au courant des usages, des méthodes, de la nature et de l'esprit du milieu universitaire.
8. Que la convention collective prévoie que les professeurs qui refusent par principe d'appartenir au syndicat puissent remettre les cotisations soit au syndicat, soit à un autre bénéficiaire accepté par le syndicat et par l'université.
9. Que la constitution du syndicat autorise expressément un professeur ou un groupe de professeurs à faire appel à l'A.C.P.U., sans préjudice de leurs droits ou de leur situation au sein de l'association, et que le syndicat puisse lui-même faire appel à l'A.C.P.U. en cas de désaccord entre un professeur ou un groupe de professeurs et l'association. (Cet article a été renvoyé pour complément d'étude au Comité de la négociation collective.)

1. Il se peut qu'il soit nécessaire de clarifier davantage la nature exacte de l'affiliation entre l'association locale et l'A.C.P.U. de même que les relations entre l'association locale, l'A.C.P.U. et l'association provinciale dans les cas où existe telle association provinciale.

L'ACPU, Pourquoi?

Pour protéger les droits de l'individu au seln de l'université.

Depuis vingt ans, l'ACPU s'est occupée chaque année de nombreuses plaintes de professeurs relatives à leur contrat, à l'avancement, à la permanence ou au renvoi. L'ACPU s'active également auprès de chacune des université pour obtenir la mise en place de procédures valables et s'assurer qu'elles sont appliquées. L'ACPU et ses filiales locales ont réussi dans une grande mesure à remplacer le caprice individuel par des règles constitutionelles pour la rédaction des contrats universitaires.

Pour protéger les droits de l'individu vis-à-vis des gouvernements.

L'ACPU est intervenue pour protéger les droits de ses membres à l'occasion de conflits avec le ministère de l'Immigration, le service de sécurité de la GRC, les départements employant des professeurs détachés, et ainsi de suite. L'ACPU s'est activement préoccupée du respect de la vie privée.

Pour représenter ses membres à tous les niveaux de gouvernement.

En 1973-1974, l'ACPU a eu l'occasion de:

- intervenir auprès des gouvernements fédéral et provinciaux pour les mettre en garde contre des projets de restructuration des organismes fédéraux de subventionnement (CNR, CRM et le Conseil des Arts) qui risqueraient de miner le potentiel de recherche des universités canadiennes.
- préparer un mémoire devant servir à intervenir auprès des gouvernements fédéral et provinciaux avant la renégociation des ententes fédérales de transferts fiscaux en vertu desquelles le gouvernement fédéral assume 50 p. 100 des frais d'exploitation des universités.
- appuyer l'intervention de CUFABC auprès du gouvernement de la Colombie-Britannique au sujet de la création d'une commission de subventionnement.
- intervenir aux côtés de MOFA auprès du gouvernement du Manitoba au sujet des suites à donner au rapport Oliver sur l'éducation post-secondaire.
- unir ses protestations à celles de l'UAPUO contre certains articles du projet de loi ontarien sur les commissions de subventionnement et faire des propositions au Ministère des collèges et universités au sujet des *ombudsmen* en matière d'éducation.
- protester auprès du gouvernement du Québec contre ses méthodes de classification.

Pour aider les associations locales qui demandent le statut d'agent négociateur.

L'ACPU préconise la négociation collective comme moyen d'atteindre les buts de l'ASSOCIATION et déploie depuis deux ans des efforts vigoureux pour obtenir de bons résultats dans ce domaine. Elle s'est associée étroitement au travail des associations qui ont demandé la reconnaissance syndicale en mettant à leur disposition du personnel compétent et des ressources financières. Elle veut adapter la négociation collective aux circonstances particulières de chaque université et a réussi à écarter l'ingérence des syndicats traditionnels.

Pour assurer l'égalité des droits des professeurs féminins.

Grâce à l'action de son Comité du statut de la femme professeur, l'ACPU a créé des normes régissant entre autres le congé de maternité et la réglementation du népotisme pour garantir aux femmes un traitement équitable. Elle accorde actuellement son attention aux questions du salaire égal pour travail égal, des justes pratiques d'emploi, de l'équité des avantages sociaux et des garderies.

Pour protéger les droits des bibliothécaires d'université.

Les filiales de l'ACPU sont reconnues comme agent négociateur en vertu de la législation du travail régissant les bibliothécaires de l'université du Manitoba et de l'université St. Mary's. Les bibliothécaires sont membres de l'ACPU dans la plupart des universités qui possèdent une association locale affiliée. L'ACPU s'est engagée à obtenir des conditions de travail équitables pour les bibliothécaires des universités.

Pour aider les associations locales au sujet des avantages économiques.

Le siège de l'ACPU tient à la disposition des associations locales des documents préparés à l'intention de leur Comité des traitements et avantages sociaux. L'Association s'est employée à obtenir de Statistique Canada des statistiques comparatives utiles aux associations locales lors de leurs négociations salariales et envisage de créer cette année une nouvelle structure qui permettrait de simplifier la production de renseignements salariaux comparatifs tant au sein qu'à l'extérieur de la profession.

Pour obtenir des conditions de retraite raisonnables dans les universités canadiennes.

Le Comité exécutif de l'ACPU s'est donné comme mission prioritaire de réviser et d'améliorer les conditions de retraite au cours de l'année universitaire 1974-1975. L'ACPU a également décidé de dresser un répertoire des professeurs en retraite et d'aider les associations locales à obtenir un traitement raisonnable pour leurs retraités.

Aider ses membres en matière d'impôt sur le revenu.

Le Comité de l'impôt sur le revenu rédige chaque année un guide fiscal qu'il publie dans le *Bulletin de l'ACPU.* Le Comité examine la législation fiscale, les cas particuliers et les décisions rendues à leur sujet et communique aux professeurs d'université les conclusions qu'il convient d'en tirer par des articles publiés régulièrement dans le *Bulletin de l'ACPU.* Le Comité intervient également périodiquement auprès des ministères des Finances et du Revenu national.

Pour protéger vos droits vis-à-vis de la télévision éducative.

Depuis quelques années de nombreuses provinces ont mis sur pied ou envisagent d'organiser des services de télévision éducative. L'ACPU a formellement uni ses efforts à ceux de l'ACTRA (Association canadienne des artistes de la radio et de la télévision) pour constituer un consortium national chargé d'informer ses membres de leurs droits et de leur faire obtenir des redevances raisonnables. L'ACPU a collaboré avec plusieurs de ses filiales provinciales pour créer des consortiums provinciaux chargés de négocier des ententes collectives avec les autorités compétentes.

Pour protéger vos droits en matière de droits d'auteur et de brevets.

L'ACPU a défini des normes régissant les lignes de conduite universitaires en matière de droits d'auteur et de brevets. Son Comité des droits d'auteur travaille avec l'ACTRA pour intervenir auprès du gouvernement fédéral au sujet des modifications qu'il envisage d'apporter à la Loi sur les droits d'auteur.

Le Secrétariat de l'ACPU

L'ACPU a des officiers permanents pour mieux vous servir et pour réaliser les buts ci-haut mentionnés de l'association. Le Professeur Donald C. Savage est le Secrétaire Général, et est responsable des activités générales. Si vous désirez des informations au sujet de la liberté universitaire et de la permanence d'emploi, s'il vous plaît écrire ou appeler le Professeur Victor W. Sim, Secrétaire Général Adjoint. Concernant la négociation collective, écrire ou appeler Marie-Claire Pommez. Pour les informations sur les bénéfices économiques et les pensions, contacter Georges Frappier. Notre agent d'information est Israel Cinman et notre trésorière est Mme Ida Townsend.

Adresse: 66, rue Lisgar, Ottawa, K2P 0C1
Téléphone: 613-237-6885

L'ACPU a un bureau régional à Edmonton et un bureau local à Halifax. A Edmonton, Gordon Unger est le responsable du bureau qui fonctionne conjointement avec CAFA. L'adresse est Barnett House, 11010-142 Street. Le téléphone est 403-432-4391. A Halifax, Roger Crowther est responsable du bureau. L'adresse est 1568, rue Robbie, Halifax, Nova Scotia et le téléphone est 902-422-1370.

L'ACPU publie le Bulletin six fois par année pour informer les professeurs des événements académiques et des travaux de l'ACPU.

Parce que...

L'Association canadienne des professeurs d'université est la seule organisation canadienne dont l'unique mandat est de défendre les intérêts et les droits des professeurs et des chercheurs des universités et collèges du Canada, de travailler au relèvement des normes de la profession et d'améliorer la qualité de l'enseignement supérieur au Canada.

Why CAUT?

To protect your individual rights in the university.

For the past two decades CAUT has handled scores of faculty grievances each year concerning renewal of contract, promotion, tenure and dismissal. CAUT also lobbys individual universities to ensure that proper procedures exist and that they are used. CAUT and its local associations have gone a long way towards establishing constitutional rule rather than personal whim as the norm for university contracts.

To protect your individual rights vis-à-vis the government

CAUT has acted to protect the rights of its members in disputes with the Immigration Department, the Security Section of the RCMP, departments using seconded academics, and the like. CAUT has taken an active interest in the right to privacy.

To represent the membership at all levels of government.

In 1973-74 the CAUT:

- lobbyed all levels of government, federal and provincial, concerning proposed changes in the structure of the federal granting agencies (NRC, MRC and the Canada Council) which might deleteriously affect the research potential of Canadian universities.
- prepared a position paper to be the base for lobbying the federal and provincial governments prior to the renegotiation of the federal fiscal transfer arrangements by which the federal government pays 50 per cent of the operating costs of universities.
- made representations along with CUFABC to the Government of British Columbia concerning the creation of a grants commission.
- lobbyed, along with MOFA, the Government of Manitoba concerning the implementation of the Oliver Report on post-secondary education.
- protested jointly with OCUFA certain sections of the proposed legislation in Ontario concerning grants commissions and also made representations to the Ministry of Colleges and Universities concerning educational ombudsmen.
- protested to the Government of Quebec concerning classification procedures.

To assist those local associations who seek certification for collective bargaining.

CAUT is committed to collective bargaining as a means of securing the goal of the Association and has in the last two years moved vigorously to become effective in this area. It has worked closely with those associations which have sought certification and has provided them with qualified personnel and financial assistance. It plans to adapt collective bargaining to the circumstances of the university and has defeated the attempts of traditional unions to intervene.

To ensure equal rights for women academics.

Through its Committee on the Status of Women Academics, the CAUT has created norms in such areas as maternity leave and nepotism regulations to ensure fair treatment for women. It is currently pursuing questions of equal pay, equitable hiring, fairness in fringe benefits and day care.

To protect the rights of university librarians.

CAUT locals are bargaining agents under the labor legislation for the librarians at the University of Manitoba and St. Mary's University. Librarians are members of CAUT at most universities where there are CAUT local associations. CAUT is committed to securing a fair deal for university librarians.

To assist local associations in regard to economic benefits.

The CAUT central office has prepared material concerning fringe benefits for local salary and fringe benefit committees. It has lobbyed Statistics Canada to ensure that local associations get adequate comparative statistics for salary negotiations and it will be creating this year a new structure whereby the supply of comparative salary information both within and without the profession will be streamlined.

To ensure decent pension arrangements in Canadian Universities.

The CAUT Executive has given top priority to the review and improvement of pension arrangements in the academic year 1974-75. The CAUT has also decided to prepare a register of retired professors and to assist local associations in ensuring that retired professors get decent treatment.

To assist membership in connection with income tax.

The CAUT Income Tax Committee each year drafts a tax guide which is printed in the *CAUT Bulletin*. It reviews income tax legislation, cases and rulings and communicates their consequences to university teachers through a special column in the *CAUT Bulletin*. The Committee also makes representations from time to time to the Department of Finance and National Revenue.

To protect your rights in regard to educational television.

In the past few years, many provinces have set up or are considering educational television production. CAUT has joined formally with ACTRA (Association of Canadian Radio and Television Artists) to form a national consortium to inform its members as to their rights and ensure that they get reasonable financial returns. CAUT has joined with its provincial affiliates in various parts of the country to create provincial consortia to negotiate collective bargaining agreements with such authorities.

To protect your rights in regard to copyright and patents.

CAUT has established norms for university copyright and patents policies. The CAUT Copyright Committee, in conjunction with ACTRA, is making representations to the federal government concerning proposed changes in the copyright law.

The CAUT Central Office

The CAUT has full time officers to serve you and to realize the above goals of the association. Professor Donald C. Savage is the Executive Secretary and is in charge of the entire operation. If you desire information concerning academic freedom and tenure, please write or call Professor Victor Sim, the Associate Executive Secretary. In relation to collective bargaining, write or call Marie-Claire Pommez. For information on economic benefits and pension matters, contact Georges Frappier. Our information officer is Israel Cinman and our business officer Mrs. Ida Townsend.

Address: CAUT, 66 Lisgar, Ottawa, K2P 0C1
Telephone: 613-237-6885

CAUT maintains regional or local offices in Edmonton and Halifax. Gordon Unger is in charge of the Edmonton office which is a joint CAUT/CAFA operation. The address is: Barnett House, 11010-142 Street, Edmonton, Alberta. Telephone is: 403-432-4391. Roger Crowther is in charge of the Halifax Office. The address is 1568 Robie Street, Halifax and the telephone is 902-422-1370.

The CAUT publishes the *CAUT Bulletin* six times a year to help the membership keep informed of events in the academic world and of the work of the CAUT.

Because...

The Canadian Association of University Teachers is the only Canadian organization with the sole objective of promoting the interests and rights of teachers and researchers in Canadian universities and colleges, advancing the standards of the profession and improving the quality of higher education in Canada.

C.A.U.T. COMMITTEES

Standing Committees

1. *Academic Freedom and Tenure*
   a. Data Banks and Privacy Subcommittee
2. *Economic Benefits*
   a. Pensions Subcommittee
   b. Insurance Subcommittee
   c. University Manpower Studies Subcommittee
   d. Income Tax Subcommittee
3. *Committee on Relations with Government*
   a. Federal-Provincial Financing Subcommittee
   b. Science Policy Subcommittee
   c. Canadian Book Publishing Policy Subcommittee
   d. Copyright Subcommittee
   e. Patents Subcommittee
4. *Committee on Internal University Affairs*
   a. University Governance Subcommittee
   b. Teaching Effectiveness Subcommittee (formerly Professional Orientation)
   c. Faculty-Student Relations Subcommittee
5. *Publications Committee*
6. *Committee on the Status of Women Academics*
7. *Collective Bargaining Committee*

Ad Hoc Committees

Established to attempt to recommend solutions to particular problems

1. *Committee on Canadianization and the University*
2. *Membership Committee*

TERMS OF REFERENCE

Academic Freedom and Tenure Committee

The Committee on Academic Freedom and Tenure is charged with the responsibility of dealing on behalf of the Association, with appeals made to it in connection with situations where a faculty member feels that his professional rights have been infringed or are threatened with infringement, **and may make recommendations to the Board on policy matters.**

The Committee may deal with grievances from faculty members at institutions with associations affiliated to the Canadian Association of University Teachers, but not normally from individuals or associations not affiliated to CAUT unless an unusually serious threat to academic freedom is involved.

Appeals to the Committee are normally dealt with, in the first instance, by the professional staff of CAUT in consultation with the Chairman of the Committee, who bring the case to the committee unless the documentation is incomplete or the case does not appear to merit consideration. Cases which are not brought before the Committee may be appealed by the Faculty member concerned and such appeals will be heard by a subcommittee of the Academic Freedom and Tenure Committee whose decision as to whether the case should go before the Committee is final.

The basic procedures of the Committee in dealing with cases appealed to it are those laid down in the Policy Statement on Academic Appointments and Tenure and in the Guidelines concerning investigational Procedures. Grievance Procedures, Procedures relating to Censure, Procedures concerning Joint Inquiries involving CAUT and AUCC, Procedures concerning Reductions in Academic Appointments for Budgetary Reasons; and the Policy Statements on Equal Opportunities for Women Faculty Members and on Canadianization and the University, all of which may be found in the 2nd Edition of the **CAUT Handbook.**

Economic Benefits Committee

(a) In cooperation with Statistics Canada to devise, collect and analyze information on professorial salaries in Canada.
(b) To report regularly on the economic status of the university teaching profession in relation to other professions and to the general economy.
(c) To survey fringe benefits and, where useful, to present model plans for such benefits as group and disability insurance, denticare, pensions, and sabbatical leave.
(d) To investigate and recommend on ancillary economic matters such as summer supplements, research supplements, summer school salaries, etc.
(e) To maintain liaison with the salary committees of member associations and provincial organizations.
(f) To advise local faculty associations when so requested.
(g) To collect and disseminate information on salary negotiating procedures.

Committee on Relations with Government

To oversee the role of the Canadian Association of University Teachers in relation to the federal and provincial governments and to report to the Board and Council of the CAUT.

Committee on Internal University Affairs

To oversee the role of the Canadian Association of University Teachers in areas internal to the university such as university governance, teaching effectiveness and faculty-student relations and to report to the Board and Council of the CAUT concerning these activities.

Committee on Publications

To oversee the publishing role of the CAUT, particularly in relation to the *CAUT Bulletin* and the CAUT monograph series;

To recommend as needed to the Board along with the Executive Secretary nominations for the editorship of the *CAUT Bulletin* and the CAUT monograph series;

To be a committee of seven to include the Editor the *CAUT Bulletin* and the CAUT monograph series as voting members.